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ABSTRACT

Nicolet Vocational, Technical and Adult Education District encompasses a sparsely populated, economically and culturally disadvantaged three-county area in northern Wisconsin. The district is responsible for vocational-technical education at all levels and operates the Nicolet College and Technical Institute, the first comprehensive two-year college in Wisconsin and the only institution of higher education in the district. The institute is viewed in Wisconsin as a pilot project and is intended as a prototype for a comprehensive operation in other thinly populated areas. This document presents annual and long-range plan provisions, based on an analysis of manpower needs, job opportunities, availability of vocational education, and district population distribution. Priority program needs, potential areas of program implementation, and programs for the handicapped and disadvantaged are described and analyzed. Enrollment projections, present and projected construction projects, and teaching staff are also included. Appendixes include the history and mission of the institute. (BB)

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NICOLET VIAE

DISTRICT PLAN

JC 750 146

COLLEGE · 1968 · NICOLET AND TECHNICAL INSTITUTE Rhinelander · Wisconsin

1976 - 1980

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1976-80

NICOLET VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT PLAN

SUBMITTED TO THE WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Dr. Richard J. Brown
District Director

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A Nicolet College and Technical Institute Plan For the Administration of Vocational Education Under the Vocational Education Amendments of 1968

Submitted by the Nicolet Vocational, Technical and Adult Education District for Approval by the Wisconsin Board of Vocational Technical and Adult Education.

on

January 29, 1975

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January 29, 1975

CERTIFICATE OF DISTRICT DIRECTOR

I herby certify that the attached Nicolet VTAE District Plan 1976-80 as submitted, constitutes the basis for operation and administration of the District's vocational program established pursuant to the Vocational Education Amendments of 1968, Public Law 90-576. All information and representations contained in the plan are accurate to best of my knowledge and belief.

Date:_____ By_____

Richard J. Brown
District Director

Nicolet Vocational, Technical and
Adult Education District

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January 29, 1975

CERTIFICATE OF COORDINATOR OF OCCUPATIONAL EDUCATION

I hereby certify that the attached Nicolet Vocational, Technical and Adult Education District Plan 1976-80, was prepared on the basis of the most recent manpower needs and trends data available to my office. I further certify that the Plan was prepared in cooperation with various State agencies responsible for the delivery of trained manpower in the Nicolet District and is directly supportive of the recommendations and priorities established by the North Central Area Manpower Planning Board. Information as presented in the Plan is accurate to the best of my knowledge and belief.

Date_____ By_____

Thomas J. Maney
Coordinator of Occupational Education

Nicolet College and Technical Institute

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NICOLET DISTRICT PLAN FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Fiscal Years 1975-76 through 1979-80

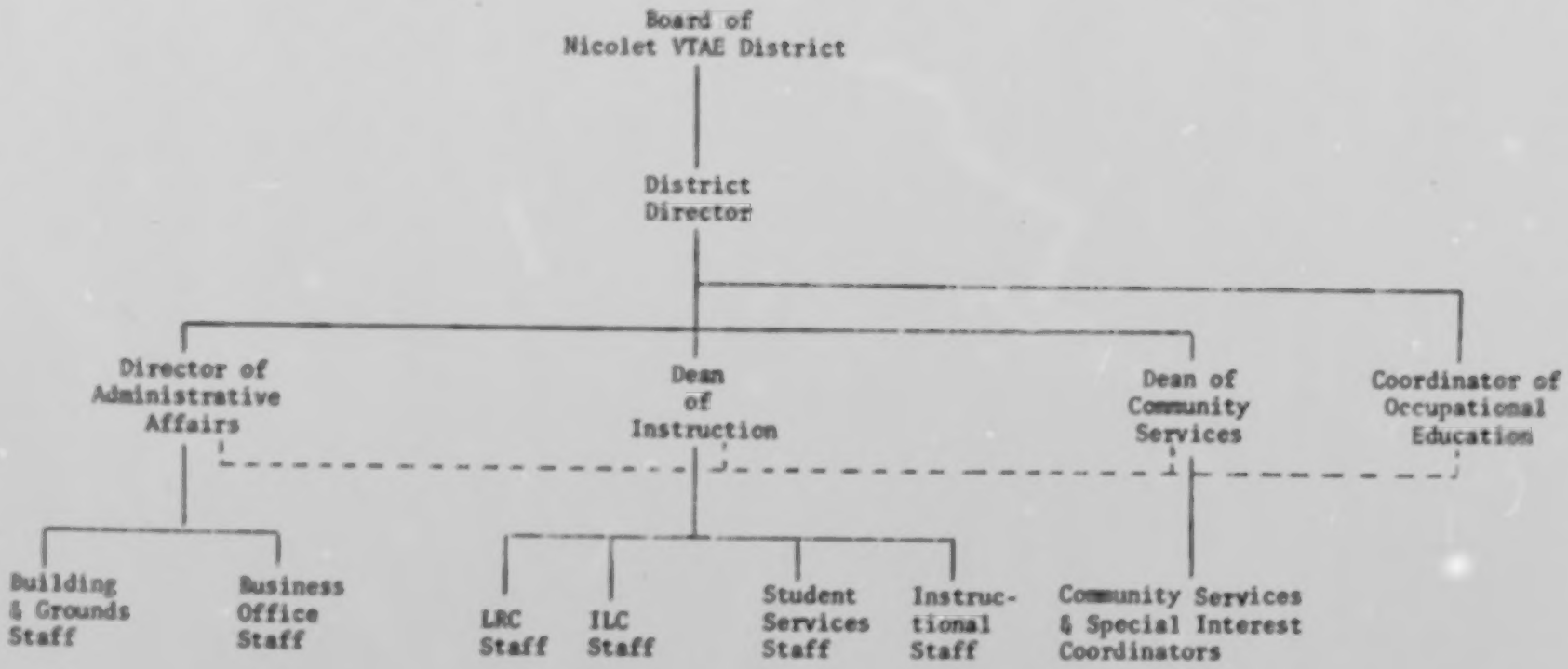
PART I

ADMINISTRATIVE PROVISIONS

NICOLET COLLEGE

ORGANIZATIONAL CHART

1974-1975 ACADEMIC YEAR



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NICOLET DISTRICT PLAN FOR VOCATIONAL EDUCATION
PART I - ADMINISTRATIVE PROVISIONS

Nicolet College and Technical Institute, a developing public institution of higher education in Wisconsin, was created as a pilot community college. In a State with extensive experience in creation and support of university branch campuses and separately administered vocational-technical institutions, Nicolet was charged with development of a comprehensive educational program incorporating occupational education, liberal studies and special interest offerings. The College is beginning its fifth year of experience with comprehensive offerings in Northern Wisconsin. (Appendix A, History and Mission of Nicolet College and Technical Institute)

The Board

The institutional policy making body is the seven member Board of Nicolet Vocational, Technical and Adult Education District. In accordance with State Statutes, six board members are appointed by collective action of the County Board Chairman of counties comprising the District. Of the six members appointed to the Board, a minimum of two members must be employers and two members employees. The seventh member of the Board is appointed by the other six members and must be a school administrator in the District.

All members are appointed for six-year terms and are eligible for re-appointment. Officers are elected by members of the Board on the second Monday of July each year. The present Board is comprised of the following officers and members:

Chairman	Ben M. Guthrie
Vice Chairman	Kurt P. Wendt
Secretary	Edwin J. Marquardt
Treasurer	Robert D. Fries
Member	Donald W. Beseler
Member	Lyle L. Jackson
Member	Conrad G. Zander

The Board meets on the third Thursday of each month at 7:30 p.m. on the Lake Julia Campus. In addition to Board Members and the District Director, the Chairman of the Faculty Assembly, a representative from the Supporting Staff and the President of the Student Senate attend meetings by the invitation of the Board. Board meetings are open to the public. Administration of Board policies is delegated to the District Director and is accomplished through the Board-approved institutional organization.

An Evolving Organization

The institutional organization is developed to provide maximum

leadership and service to the educational program of the College. In addition to delineated responsibilities and duties, the structure is based on a philosophy that assumes each member of the professional staff is committed to:

1. Providing each student the best possible instructional services.

2. Refining and developing educational offerings to provide maximum service to Northern Wisconsin residents.

3. Extending services to the community consistent with the official mission and district resources.

4. Continually evaluating results of the instructional program.

The administrative structure must remain flexible and subject to revision to remain effective. The present organizational plan is based on approximately five years of experience, recommendations received from faculty members, on-going evaluation of administrative functions, a study by a consultant sponsored by the New Institutions Project of the American Association of Junior Colleges and recommendations by a North Central Association Evaluation Team.

Faculty Assembly

The Faculty Assembly provides a means for the faculty to perform its functions with respect to formation of educational and other policies of the College. The organization consists of the Faculty Assembly, which is the general electorate, and the Professional Affairs Committee, which is a representative body of the Faculty Assembly. The Professional Affairs Committee consists of elected and voting members and ex-officio members with non-voting privileges acting for the faculty in college affairs. The powers, duties, and activities are exercised in accord with the governing policies and practices of the State Board of Vocational, Technical and Adult Education and the Nicolet College Board.

Administrative Advisory Council

The Administrative Advisory Council is composed of the

District Director;
Dean of Instruction;
Dean of Community Services;
Coordinator of Occupational Education;
Director of Administrative Affairs;
Director of Student Services;
Director of Learning Resources;
Director of the Independent Learning Center

Representative from the Supporting Staff;
Chairman of the Faculty Assembly;
President of the Student Body;
Affirmative Action Officer.

The Administrative Advisory Council serves the following functions:

Advises the District Director concerning the developments and implementation of educational policies.

Advises the District Director concerning administrative procedures relating to the various programs.

Recommends to the District Director new directions, innovative procedures, and experimental approaches relating to the broad objectives of the District.

Informs the District Director of general operations and needs relating to the various programs.

The Instructor

Nicolet College and Technical Institute will attain stature and prestige largely because of the quality of its faculty and the manner in which faculty members meet their responsibilities. Excellence of education is the prime function of the institution; administrative oeprations exist solely to facilitate this end.

The instructor has four major responsibilities: teaching, advising, developing curriculum and performing necessary administrative functions. Specific duties include the following:

Provide instruction in accordance with the stated philosophy and objectives of the College.

Develop and improve curriculum in the instructor's field of specialty.[1]

Inform students concerning course requirements, evaluation procedures and attendance requirements.

---

[1]Development of Curriculum

Development and improvement of the College curriculum is a responsibility of each instructor. Proposals for new courses or changes in the curriculum are welcomed from any individual staff member or group of staff members. Such proposals are first discussed with the Dean of Instruction who may refer the proposal to the appropriate instructional area and Instructional Council for recommendations.

Assist students with study problems and in evaluating their potentialities for successful achievement in the instructor's field of specialty.

Assist students in long-range program planning and provide information on vocational outlets and opportunities in the instructor's field of specialty.

Maintain accurate attendance and scholastic records of students and submit required reports according to published deadlines.

Post and maintain regular office hours for student consultations.

Advise all assigned students in academic programming prior to their registration.[2]

Instructional Division Representatives

Persons assigned to represent the four Instructional Divisions are known as Divisional Representatives or Divisional Chairpersons. Methods of selection and appointment as well as specific responsibilities vary according to the needs of the respective divisions. Divisional Representatives work closely with the Dean of Instruction and faculty to assist in the coordination of the College's instructional programs.

Examples of duties include the following: class schedules; reports for local, state, and federal agencies, faculty recruitment and appointments; budget matters; course and program development; assessment of instruction; representation of faculty; implementation of policies; and, coordination of communication among division faculty.

---

[2]Faculty Academic Advising Program

In addition to their primary responsibility in classroom instruction, faculty members play a crucial role in the student services program by serving an assigned number of students as an Academic Advisor. Using information regarding baccalaureate-oriented and occupational curricula, Faculty Advisors assist students in normal progression through the institutional structure. Occasionally, students may contact a faculty member for counsel on personal or psychological problems. If the instructor does not believe he is adequately prepared to deal with this situation, he should refer the matter to a counselor. If Faculty Advisors desire additional information concerning their advisees, they should contact the Director of Student Services for assistance.

Counselors work with students individually or in small groups specializing in problems of personal adequacy, individual relationships, goals, values and potentials. The Counselor's major task is to organize learning situations in a manner that will enable the student to maximize his potentials consistent with his personal aspirations and abilities. Counselors also have assignments related to guidance, as well as to special student personnel services such as financial aids, testings, admissions, registration, orientation and placement.

District Director

The District Director serves as Director of the Nicolet VTAE District and President of the College and exercises broad discretionary powers along lines established by the Board. Specific duties include the following:

Execute all policies established by the Board.

Attend all Board Meetings and prepare the agenda for meetings.

Prepare and submit to the Board appropriate financial and administrative reports.

Provide for continuous educational, financial and physical facilities planning.

Recommend changes in personnel and personnel policies and nominate to the Board candidates for professional appointments.

Approve all course offerings, College services and staff appointments.

Interpret the College to the community through a continuous public information program.

Represent the College and District at appropriate meetings, conferences and government agencies.

Influence the development of appropriate local, state and national educational policies.

Preside at meetings of the Administrative Advisory Council.

Approve policies and activities of groups and organizations functioning within the College.

Maintain liaison with appropriate agencies and institutions.

Provide for continuous education planning and evaluation for the District.

Dean of Instruction

The Dean of Instruction shall be directly responsible to the District Director in administering the educational program of the College. Duties shall include the following:

Supervise all instructional services.

Recommend to the District Director candidates for appointment to all positions relating to instruction, Learning Resource Center services, Independent Learning Center services, and Student Services, after consultation with appropriate staff members.

Dean of Instruction (cont.)

Recommend to the District Director candidates for diplomas, degrees, or other academic awards.

Administer all class offerings, schedules and room assignments.

Supervise the administration of the Student Services Office, Learning Resources Center and Independent Learning Center.

Administer the in-service education program for all instructional staff members.

Maintain educational and certification records of all full-time and part-time faculty personnel.

Prepare the College Catalog and College Calendar and assist in the preparation of bulletins and brochures.

Maintain liaison with appropriate personnel and offices in other colleges and universities.

Serve as Chief Administrative Officer of the District in the absence of the District Director.

Continuously study funding programs of the federal government, state government, and private agencies as they relate to instructional programs.

Recommend instructional materials and equipment.

Direct the preparation of new course and program proposals.

Disseminate information to the faculty regarding effective methods of learning, instruction and counseling and appropriate materials and equipment.

Conduct research relating to the instructional program and its results.

Serve as a member of the Administrative Advisory Council.

Accept additional professional responsibilities as assigned by the District Director.

Dean of Community Services

The Dean of Community Services shall be directly responsible to the District Director for developing effective liaison procedures to enhance relationships between residents of the District and the College. The Dean of Community Services shall have responsibility for facilitating the offering of educational services to residents of the District. Specific duties

Dean of Community Services (cont.)

shall include the following:

Develop and maintain liaison with educational, social, cultural, and political groups in the District.

Develop and maintain liaison with the District's Community Services Coordinators and the Home Economics Coordinator and relate educational needs determined by the Coordinators to appropriate District Offices for administrative considerations.

Prepare a recommended schedule of Special Interest Offerings, including recommended times, places and instructors for each center in the District in cooperation with the Dean of Instruction.

Coordinate the College Calendar, exclusive of the academic program, but including room reservations for extra-curricular activities.

Plan and coordinate the College's services to persons not registered as students, such as art exhibits, informational programs, lecture series, and tours.

Assist the District Director in the administration of the College's Public Information Program.

Recommend to the District Director candidates for appointment as Community Services Coordinators.

Administer procedures for scheduling use of facilities for purposes outside the scheduled educational offerings.

Represent the College, as assigned by the District Director, at local, state, and national meetings and conferences.

Serve as a member of the Administrative Advisory Council.

Accept additional professional responsibilities as assigned by the District Director.

Director of Administrative Affairs

The Director of Administrative Affairs shall be responsible to the District Director for coordinating the campus development program, physical facilities operations and District business activities; and for maintaining general institutional records and reports. Specific duties include the following:

Supervise campus planning and development activities,

Director of Administrative Affairs (cont.)

including inventory of equipment, maintenance and security of plant, custodial services, and control of vehicles.

Coordinate preparation of the fiscal year budget for the District and administer budgetary procedures throughout the year.

Continuously study funding programs of the federal government, state government and private agencies as they relate to general institutional development.

Compile reports requested by State and federal agencies.

Supervise activities of the Business Office.

Supervise activities of the College Bookstore.

Serve as a member of the Administrative Advisory Council.

Conduct research and prepare reports concerning business activities of the District, general administrative activities of the District and physical facilities.

Maintain personnel records of all maintenance and clerical staff members.

Accept additional professional responsibilities as assigned by the District Director.

Coordinator of Occupational Education

The Coordinator of Occupational Education shall have specific responsibility for relating the total instructional program of the College to the occupational education mission of the District through the administration and coordination of special manpower development projects, by representing the District on various manpower planning agencies, and, with direct responsibility to the District Director, by recommending procedures for insuring maximum career relevance for all educational activities of the College. Specific duties shall include the following:

Administer and coordinate apprenticeship programs and related activities.

Administer the trade extension program.

Administer the circuit teacher program.

Coordinate the preparation, recording, and reporting of educational programs supported by various State and federal manpower and occupational education agencies.

Coordinator of Occupational Education (cont.)

Recommend to the District Director procedures for enhancing the planning, offering, reporting and coordinating of all educational activities to maximize their career relevance.

Represent the College, as assigned by the District Director, at various state and area meetings relating to occupational education.

Coordinate the District's safety education activities as they relate to College Employees and facilities.

Conduct continuous research relating to the District's extended educational services to employees and employers.

Continuously study funding programs of the federal government, state government, and private agencies as they relate to occupational education.

Advise the Dean of Instruction concerning occupational needs of personnel to be recommended for professional appointments.

Serve as a member of the Administrative Advisory Council.

Cooperate with the Dean of Instruction in considerations relating to program development, evaluation and revision concerning career education issues.

Accept additional administrative responsibilities as assigned by the District Director.

Director of Student Services

The Director of Student Services is responsible to the Dean of Instruction for the coordination of a program of services and activities for students consistent with the philosophy and objectives of the College. Responsibilities extend to six areas of student activities: admissions, registration, student record keeping, student counseling, student activities, financial aids, and placement. Specific duties related to each of these areas include the following:

Admissions

Administer the process of admitting student to the College.

Coordinate visitations to high schools.

Provide statistical reports on enrollment and be responsible for gathering necessary statistical data relating to students.

Director of Student Services (cont.)

Assist in developing and implementing plans for improved High School-College Articulation.

Registration

Organize and direct the registration of all students.

Cooperate with the Dean of Instruction in preparation of the class schedule.

Prepare appropriate certificates, diplomas and degrees.

Prepare appropriate reports as requested by Federal and State agencies.

Student Record Keeping

Administer the Student Accounting procedures.

Recommend to the Dean of Instruction candidates for diplomas, degrees and other academic awards.

Maintain and process the records necessary for eligible students to receive reimbursement for Veteran's Training, for Manpower Development and Training Programs, for Social Security and Vocational Rehabilitation Programs; and prepare necessary reports about these programs.

Process all applications for non-resident tuition payments.

Student Counseling

Coordinate the counseling services, including assignment of staff responsibilities.

Coordinate the testing services of the College.

Assist with the orientation and in-service training of faculty members for guidance services.

Participate in on-going programs of research and evaluation of the Student Services Program.

Assist with the orientation program for new students.

Coordinate the development of an articulation program with the four year colleges.

Director of Student Services (cont.)

Make recommendations for the continued improvement of Guidance and Counseling Services.

Student Activities

Provide supervision for all functions planned by the students, including Student Elections, Programs, and Social Events; and serve as advisor to the Student Government.

Prepare the Student Activities Budget and provide methods of controlling expenditures.

Define and implement procedures for organizing clubs and other Student Organizations.

Recommend policies and practices concerning Student Activities.

Assist students in forming an effective representative body for decision-recommending in the area of Student Activities.

Supervise the Student Center.

Prepare and maintain a calendar for Student Activities.

Prepare the Student Bulletin.

Prepare the Student Directory.

Student Financial Aids

Prepare applications for Federal, State, and Local Funds to be used for Financial Aids.

Assist in securing, publicizing and allocating Scholarships.

Administer the program of On-Campus Employment.

Placement

Supervise and operate an employment service for students and graduates, commensurate with the occupational programs of the College. Perform a job placement function in cooperation with coordinators and the Wisconsin State Employment Service.

Aid students in securing part-time employment.

Director of Student Services (cont.)

Supervise the Career Education Project.

(A plan for re-organization of the Student Services Office is currently under study for possible implementation during the Second Semester, 1974-1975)

Director of Learning Resources Center

The Director of the Learning Resources Center shall be responsible to the Dean of Insyruction and have responsibility for supervision of the Center. Specific duties include the following:

Supervise the overall educational program of the Learning Resources Center.

Determine and develop the organizational structure of the Center.

Provide a position description for each Center Staff Member.

Integrate library and audio-visual activities and services so that they are effective in their relation to the total educational program.

Serve on faculty-administrative committees so that the Learning Resources Center will be placed in proper perspective to the total educational function.

Maintain liaison with Learning Resources Center Advisory Committee.

Determine budgetary requirements and administer the adopted budget for the Center.

Recommend to appropriate administrative personnel the needs of the Learning Resources Center.

Interview and recommend to the Dean of Instruction, personnel for employment in the Center.

Organize public relations programs for the Center, to interpret its role and utility for students, community members and staff.

Establish and maintain lines of articulation and communications between the Learning Resources Center and areas of instructional and student services.

Promote and maintain community contacts and liaison with appropriate technical, private, public, and school libraries in colleges, universities, industry and government.

Director of Learning Resources Center (cont.)

Serve as a member of the Administrative Advisory Council.

Continuously study funding programs of the federal government, state government, and private agencies as they relate to library-media services.

Director of Independent Learning Center

The Director of the Independent Learning Center shall be responsible to the Dean of Instruction and have responsibility for supervision of the Center. Specific duties include the following:

Supervise the educational program of the Independent Learning Center.

Provide instruction in areas of competencies to students utilizing ILC services in accordance with the philosophy and objectives of the College.

Develop the organizational structure of the ILC and provide position descriptions for each Center Staff Member.

Provide ILC activities and services which are effective in their relationship to the total educational program and responsive to the needs of students and faculty.

Establish and maintain lines of articulation and communications between the ILC and Student Services in order to provide alternative learning experiences to students; and, the Learning Resources Center in order to arrange for facilities, equipment and audio-visual services.

Serve on faculty and administrative committees when requested in order that the Independent Learning Center will be considered in proper prospective to the total educational function of the College.

Maintain liaison with the Independent Learning Center Advisory Committee.

Determine budgetary requirements and administer the adopted budget of the Center.

Recommend to the Dean of Instruction the needs of the Center.

Study funding programs of the Federal and State Governments, and private agencies, as they relate to Independent Learning Center services.

Serve as a member of the Administrative Advisory Council.

Community Services Coordinators

Community Services Coordinators shall be responsible to the Dean of Community Services and have responsibilities for relating the services of Nicolet College to residents of specified geographic areas. Specific duties shall include the following:

Recommend to the Dean of Community Services schedules of course offerings for residents of the geographic area of responsibility.

Administer the scheduling, registering, enrolling, and collecting of fees of Nicolet offerings in the geographic area of responsibility as requested by the Dean of Community Services.

Recommend to the Dean of Community Services instructors for the courses scheduled for offering in the geographic area of responsibility.

Assist the Dean of Community Services in the public information program of the College as it relates to the geographic area of responsibility.

Continuously inform the Dean of Community Services of issues relating to Nicolet College of concern to residents of the geographic area of responsibility.

Provide information relating to the geographic area of responsibility as requested by the Dean of Community Services.

NICOLET DISTRICT PLAN FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Fiscal Years 1975-76 through 1979-80

PART II

ANNUAL AND LONG-RANGE PROGRAM PLAN PROVISIONS

1.0 Analysis of Manpower Needs and Job Opportunities in the District

1.1 District and Area Manpower Coordination

District and Area Manpower Planning coordination continues to be an on-going institutional activity at Nicolet College. The Coordinator of Occupational Education at Nicolet College and Technical Institute actively participates in the meetings of the Area Manpower Planning Board, North Central Area, which are conducted the fourth Tuesday of each month at various locations throughout the North Central Areas of the State.

Working cooperatively with the State Employment Service, the Department of Health and Social Services, and various members of the State Manpower Planning Staff, the Nicolet FY 1975 program plan will become a part of the comprehensive plan encompassing Mid-state, North Central and the Nicolet Vocational, Technical and Adult Districts.

On the local level, Nicolet College and Technical Institute works closely with Mr. Eugene Voss, Director of Employment Security, Rhinelander Office of Wisconsin State Employment Services, for the purpose of integrating institutional program planning and area manpower planning. The result has been realistic Vocational Education planning which reflects current job market and employment opportunity trends.

A healthy working relationship has been established between Nicolet College and Technical Institute and local Manpower Planning agencies.

1.2 Other Information

1.2a Labor Market Trends

January 1975, interviews with Mr. Eugene Voss, Director of Employment Security, Rhinelander Office, Wisconsin State Employment Service, revealed that a majority of the available employment sites have stabilized, although some lay offs have been occurring in most industries. Indication of substantial decreases in employment opportunities were noted in the constructi fields and forestry related markets. Recent establishment of several new businesses within the District has significantly offset potential rises in unemployment rates. As indicated in Table 1.0 most people employed in the District are non-farm wage and salary workers. The newly completed Sunrise Plaza has provided approximately 180 new retail jobs; the Schiek Plaza will provide an estimated 100-150 new retail jobs in the Spring. Construction of the new Rhinelander Junior High School provided some employment opportunities and the Northlan High School in Eagle River will hopefully pick up some of the slack in construction. Prospects of other industrial establishments who may locate in the Rhinelander area may provide 125 additional jobs in light manufacturing.

Table 1.0

LEADING TYPES OF INDUSTRY IN COUNTIES SERVED BY NICOLET

County	Employment Rank 1st	2nd	3rd	4th	Average Earnings (Weekly)
Forest	Wood P 493	Food 65	Printing 5	-------	104
Iron	Elec Eq 101	Wood P 77	Instrum 43	Food 9	88
Langlade	Wood P 326	Food 181	Fabric M 163	Stone 98	116
Lincoln	Wood P 1,045	Paper 765	Leather 471	Fabric M 243	145
Oneida	Paper 1,251	Food 177	Wood P 99	Elec Eq 64	196
Vilas	Elec Eq 217	Wood P 142	Food 57	Printing 31	94
State	Mach 96,617	Food 59,365	Elec Eq 45,344	Paper 44,287	180

NOTE: Mach - Nonelectrical machinery; Elec Eq - Electrical equipment and supplies; Fabric M - fabricated metals, including metal furniture; Wood P - wood products, including wood furniture; M Homes - mobile homes; Primary M - primary metals; Transp - transportation equipment; Instrum - instruments; Up Furnit - Upholstered furniture.

SOURCE: Adapted from Wisconsin Unemployment Compensation Division reports. Rankings are based on 202 report for July 1971, except that for counties with considerable canning the June and July figures were averaged to give more valid data for "foods" category. Earnings are average for first quarter in 1972.

Nicolet College Research Report #73-2, March 8, 1973

The economic recession has created high unemployment levels throughout the District qualifying it as one of the hardest hit rural sub-areas in the State. The employment figures for the fall of 1973 were better than they were in 1974. The slowdown has resulted in continued inflation, lower production schedules, personnel revisions, and increased business failures. In general, employment in the paper and allied producted industry is expected to remain near current levels for Fiscal Year 1975, although employment is in a state of flux at the present time.

Employment in lumber and wood products industries has fallen drastically since September, 1974. A slowdown in home building and public construction has contributed to high unemployment rates in contract construction, affecting allied industries including readymix concrete, concrete products supplies, and planing mills. A continued decrease in employment opportunity in building construction trades is anticipated during the remainder of Fiscal Year 1975 due to high interest rates associated with construction projects.

In spite of recent slowdowns and a general lack of employment opportunities in manufacturing industries, the civilian work force has steadily grown in size since 1960. In each of the six counties serviced by Nicolet College and Technical Institute, the work force has

increased by approximately 400-500 new jobs each year. In general, the employment situation in the District has stabilized in most areas except as noted.

Health Services:

The employment outlook for medical and other health services shows a continued expansion, because of the expansion of area medical facilities. The majority of job opportunities in this service area will call for nursing assistants, orderlies, registered and licensed practical nurses, medical stenographers, medical assistants, laboratory aids, dietary and housekeeping staff. Technical personnel comprise the bulk of new and replacement employees in the expanding medical and related health services industry. Shortages of nurses, both general duty and licensed practical, has existed in Rhinelander for a number of years. No full-time health related educational programs have been implemented in the District in spite of the need, although an indication of interest for program development in a Pre-Service Nursing Assistant program has been submitted to the Wisconsin Board of Vocational Technical and Adult Education for consideration.

Agriculture:

Agricultural development in the District continues to decrease as the area has traditionally been hampered by rough terrain, poor soils, harsh climate, and rela-

tively short growing seasons. Agricultural employment is concentrated mainly in dairy farms, field crop farming (potatoes), livestock raising, and cranberry production. The number of small farms continues to decrease and it is not anticipated that this trend will be reversed in the future.

Business and Distributive:

Clerical job vacancies will continue to increase because of moderate expansion of insurance firms and general expansion of government offices. General office clerks have been in shortage in the population centers of the District. There is a specific need for bookkeepers, typists, and office machine servicemen. Sales personnel, including sales clerks, general salesmen, and general sales persons are in demand. Based upon data reported in the North Central Area Comprehensive Manpower Plan for Fiscal Year 1974, approximately 70 job openings exist in the clerical field.

Recreation and Tourism:

Employment opportunities in recreation, tourism and the food and lodging industry continues to increase in the District. Promotion of winter sports has provided additional full-time employment opportunities in service and retail jobs. This trend also supports a large number of retail trade and service establishments

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in the District and supports a large number of retail jobs. While the current energy crisis has affected employment patterns in these fields and may continue to do so, the true impact of the fuel shortages are not known at this time.

Other:

Low wages and irregular or long hours have created shortages in service jobs for waitresses, informal waiters, cooks, kitchen helpers, maids, child care attendants, nurses' aids, and custodial personnel.

In spite of these trends in the District, retail trade is thriving and the resort business continues to grow. Slowdowns in manufacturing, trucking, construction and forest product production, coupled with the return of workers to the District following lay offs in other labor market areas, accounts for much of the rise in unemployment rates. In spite of relatively high unemployment rates the W.S.E.S. (1975) indicated that during 1974 job growth in the District increased by 400-500 new jobs and continued growth is expected.

1.2b Location of Job Opportunities:

The location of job opportunities within the District will not change significantly during FY 1975. The majority of job opportunities will continue to be centered in the Rhinelander area. A source of persistent concern is the Forest County

area, as job opportunities are severely limited in this portion of the District. This information was substantiated during personal interviews conducted with Mr. Eugene Voss, Director of Employment Security, Rhinelander Office of the Wisconsin State Employment Service, January 1975.

2.0 Availability of Vocational Education

2.1a Economically Depressed Areas:

Analysis of the District indicates that all areas are economically depressed with the exception of Oneida County as shown in Figure 2A (U.S. Department of Labor, Manpower Administration, October 1974; Wisconsin State Employment Service, 1975), Vilas and Forest counties are currently defined as experiencing substantial unemployment, while Iron county is experiencing persistent unemployment. Areas of substantial unemployment, as defined by the Wisconsin State Employment Service, January, 1975, are shown in Figure 2B, C.

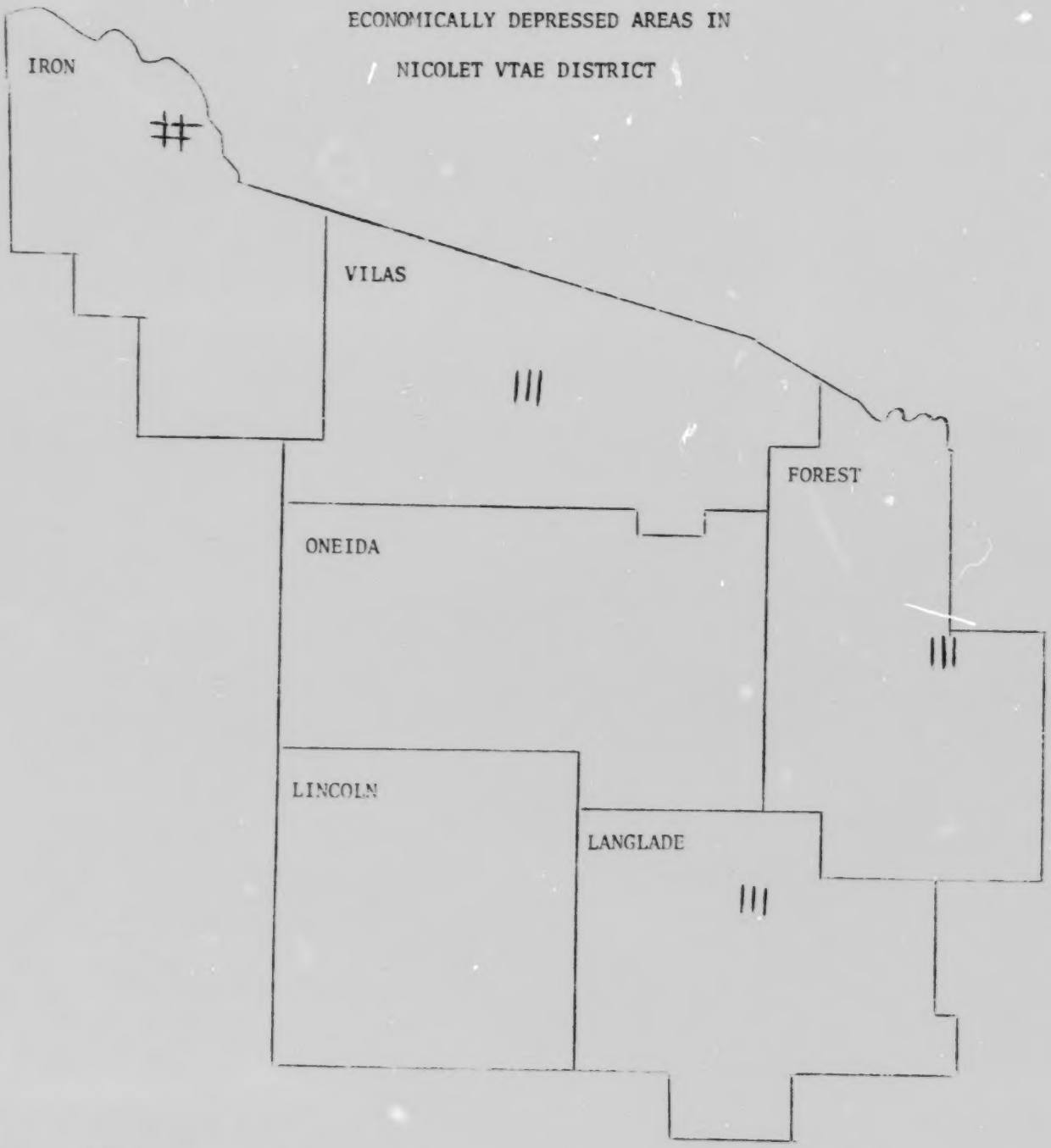
2.1b,c General and Youth Unemployment:

Data obtained from the Wisconsin State Employment Service (1975) indicates that the general unemployment rate for the District will peak at approximately 10 percent of the labor force. This implies that approximately 2,900 of the 29,000 potential laborers are expected to receive unemployment benefits (January, 1975)

Figure 2A

ECONOMICALLY DEPRESSED AREAS IN

NICOLET VTAE DISTRICT



60%
III 50% } % Federal Public Works Grant for which the county is eligible

Sources: U.S. Dept. of Commerce, Economic Development Administration, 1973
Wisconsin State Employment Service, 1975

Unemployment should peak during the months of January, February, and March, 1975 and then begin a gradual decline. However, due to present economic conditions it is estimated that this peak may extend for a longer period causing the rate to persist until April and possibly into May.

Youth unemployment currently accounts for approximately 26 percent of the total unemployment population (W.S.E.S., 1975). For unemployment data the reader should refer to Figure 2B,C.

2.1d Rates of High School Withdrawals:

A survey of the eleven high school districts within the District revealed that some student withdrawal has been occurring. The reader should refer to Figure 2D for percentage rates of withdrawals per high school district. Data presented in Table 2 indicates that the total withdrawal rates continued to decrease in most District high schools.

2.1e Population Density:

Figure 2E indicates the areas of the District with the greatest population density. Figure 2E also shows land area (in square miles) and population distribution by county.

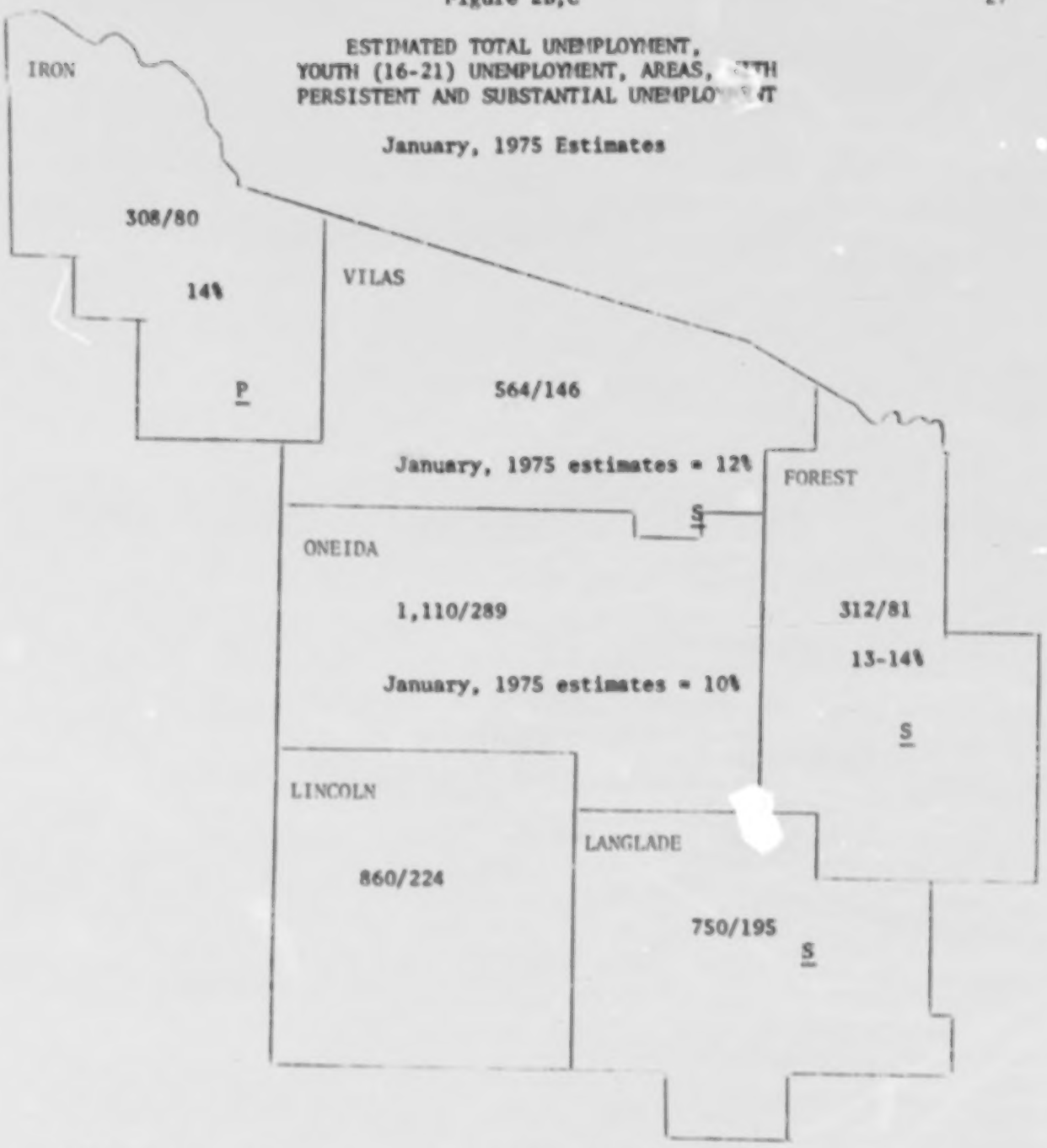
2.1f Location of Vocational Facilities:

With the exception of Nicolet College and Technical Institute no other institution exists in the District for

Figure 2B,C

ESTIMATED TOTAL UNEMPLOYMENT,
YOUTH (16-21) UNEMPLOYMENT, AREAS, WITH
PERSISTENT AND SUBSTANTIAL UNEMPLOYMENT

January, 1975 Estimates



*180/80 = general unemployment/youth (16-21) unemployed
P denotes persistent unemployment meaning 6% or more unemployed for at least three consecutive years.
S denotes substantial unemployment meaning 6% or more unemployed for at least three consecutive months.

Sources: U.S. Dept. of Labor, Manpower Administration, 1974
Wisconsin State Employment Service, January, 1975

Table 2

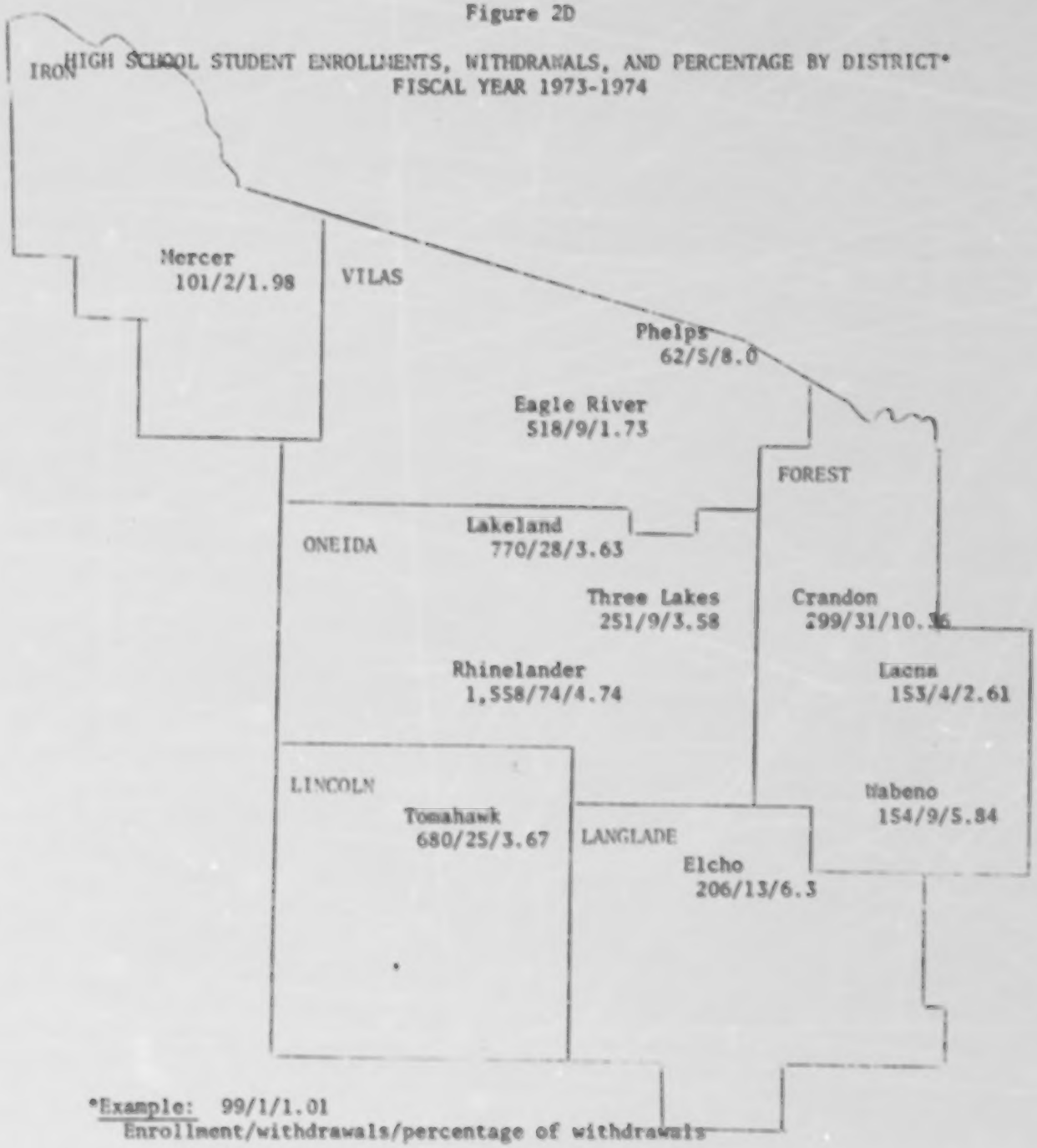
NICOLET DISTRICT HIGH SCHOOL ENROLLMENTS AND
WITHDRAWAL RATES FOR 1973-74 AND FIRST SEMESTER 1974-75

High School	1973-74			First Semester 1974-75		
	Enrollments	Withdrawals	Withdrawal %	Enrollments	Withdrawal	Withdrawal %
Mercer	101	2	1.98	103	2	1.96
Phelps	62	5	8.0	62	3	4.83
Eagle River	518	9	1.73	547	9	1.64
Lakeland*	770	28	3.63	807	33	4.01
Three Lakes	251	9	3.58	253	9	3.55
Rhinelander	1,558	74	4.74	1,570	31	1.97
Tomahawk	680	25	3.67	692	10	1.44
Elcho*	206	13	6.3	206	0	0
Wabeno	154	9	5.84	154	7	4.54
Laona	153	4	2.61	162	7	4.32
Crandon*	299	31	10.36	316	9	2.84

Source: Nicolet College & Technical Institute High School Survey, January, 1975

Figure 2D

HIGH SCHOOL STUDENT ENROLLMENTS, WITHDRAWALS, AND PERCENTAGE BY DISTRICT*
FISCAL YEAR 1973-1974

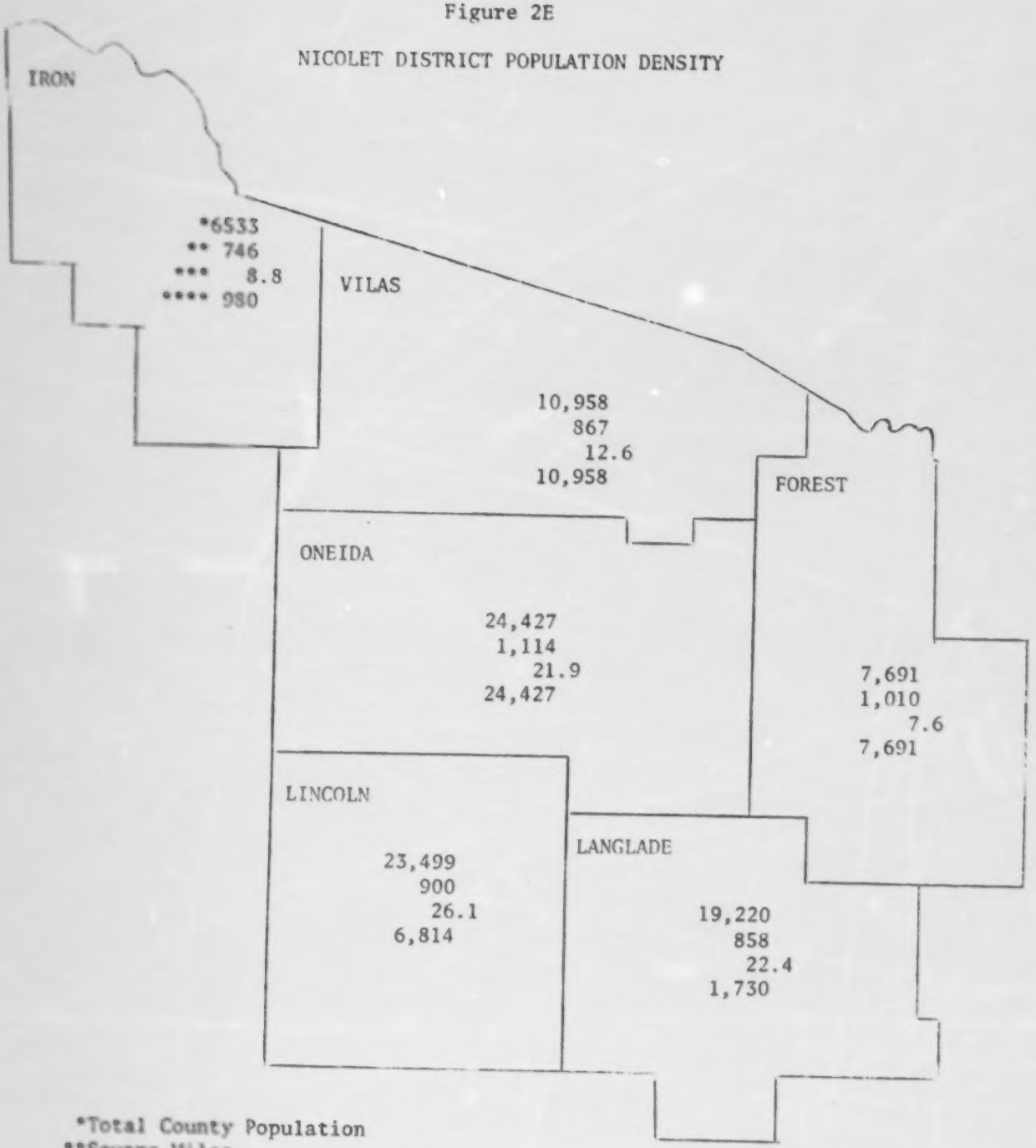


*Example: 99/1/1.01
Enrollment/withdrawals/percentage of withdrawals

Source: Nicolet College Survey, January, 1975

Figure 2E

NICOLET DISTRICT POPULATION DENSITY



*Total County Population
**Square Miles
***Population Density per sq. mile
****Portion of County Population in District

Sources: U.S. Bureau of the Census, 1970
Wisconsin Board of Vocational, Technical and Adult Education, 1973.

the purpose of providing vocational education (refer to Figure 2F).

While all eleven high schools in the District have industrial arts facilities, the most comprehensive schools would be the Lakeland, Tomahawk and Rhinelander school districts.

3.0 Analysis of District Population Relating to Vocational Needs.

3.1 Refer to Table 3.1.

3.1a Population Profile: A profile of the population served by Nicolet College, as reported by the Census Clearing House, Bureau of State Planning, Department of Administration (1971) indicates that the following age groups existed:

Under 5 years - 4,112; age 5-14 inclusive - 11,619; age 15-24 inclusive - 7,421; age 25-34 inclusive - 5,160; age 35-44 inclusive - 5,514: age 45-54 inclusive 6,217; age 55-64 inclusive - 6,589; and 65 and over 7,753 for a total of 54,385.

For detailed information concerning age level, sex and percentage of total district population for each age group refer to Table 3.1 and Table 3.2.

Analysis of the ethnic and cultural background of the population of the District served by Nicolet College indicates that 51,411 persons, or 97.18% of the total population, are Caucasian ; 112 or .2117% are Negro; 1,316, or 2.49%, are American Indian; and 63, or .119% are representative of other races.

Figure 2F

LOCATION OF VOCATIONAL EDUCATION FACILITIES

Post-Secondary

Δ Secondary - Developmental

* Δ Secondary - Capstone

Sources: Wisconsin Board of Vocational, Technical and Adult Education, 1973
Nicolet College and Technical Institute District Survey, 1974

Table 3.1

GENERAL POPULATION CHARACTERISTICS
IN THE NICOLET VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

	Latest Available Data 1971	Projections 1975	1980
1. General Population			
Urban	0	0	0
Rural	54,385	56,000	60,000
White	52,907	54,490	58,380
Negro	107	110	120
Indian	1,371	1,400	1,500
Others	0	0	0
a. Age Distribution			
Under 5 Years (Male and Female)	4,112	4,233	4,527
5 years	1,023	1,055	1,137
6 years	1,121	1,155	1,244
7-9 years	3,482	3,585	3,386
10-13 years	4,815	4,956	5,299
14 years	1,178	1,214	1,307
15 years	1,152	1,187	1,278
16 years	1,227	1,264	1,360
17 years	1,171	1,207	1,300
18 years	883	911	934
19 years	570	588	639
20 years	533	550	599
21 years	433	448	490
22-24 years	1,452	1,406	1,608
25-34 years	5,160	5,311	5,677
35-44 years	5,514	5,675	6,066
45-54 years	6,217	6,399	6,838
55-59 years	3,380	3,480	3,724
60-61 years	1,294	1,333	1,434
62-64 years	1,915	1,972	2,116
65-74 years	5,126	5,276	5,640
75 and over years	2,627	2,705	2,897
TOTAL	54,385	56,000	60,000

Source: Census Clearing House, Bureau of State Planning, Dept. of Administration, 1971

Table 3.2

NICOLET DISTRICT POPULATION PROFILE
BY ETHNIC AND AGE GROUPINGS

	WHITE		NEGRO		INDIAN			
Age	Male	Female	Male	Female	Male	Female	Totals	Percentage*
UNDER 5	2,020	1,929	0	2	90	71	4,112	7.56%
5	464	509	0					
6	510	561	0					
7-9	1,692	1,640	0	5	214	237	11,619	21.36%
10-13	2,390	2,269	0					
14	575	553	0					
15	580	532						
16	665	522						
17	614	517						
18	458	383	89	1	125	112	7,421	13.68%
19	268	261						
20	241	251						
21	161	231						
22-24	669	741						
25-34	2,429	2,589	2	2	62	76	5,160	9.47%
35-44	2,668	2,704	3	2	63	74	5,514	10.14%
45-54	2,913	3,213	1	0	49	41	6,217	11.43%
55-59	1,641	1,715	0	0				
60-61	590	679	0	0	35	38	6,889	12.11%
62-64	941	950	0	0				
65-75	2,653	2,431	0	0				
OVER 75	1,266	1,319	0	0	48	36	1,753	14.25%
TOTALS	26,408	26,499	95	12	686	685	54,385	99.96%

*Denotes Age Groups as % of Total District Population

Source: Census Clearing House, Bureau of State Planning, Dept. of Administration, 1971

3.1b Post Secondary and Adult Education Enrollments:

No private or public post-secondary institution of higher education exist within the Nicolet District, with the exception of Nicolet College and Technical Institute. As a locally administered institution of higher learning seeking to fulfill the diversified educational needs of the residents of the District, and recognizing that students differ in their educational needs, interests, abilities and aspirations, Nicolet designed its program to assist the student to prepare for his work as an individual, as a member of a family and as a citizen in a society in which change is a predominant characteristic.

With respect to post-secondary enrollments for the first semester of Fiscal Year 1975, refer to Table 3.4. As of December 1974, 944 students were enrolled in post-secondary education at Nicolet. Of this total 48 were of minority groups, and 896 were of other groups. For the first half of Fiscal Year 1975, 47 Native Americans and one student of another nationality were enrolled at Nicolet College.

Adult Special Interest Offerings.

The commitment by Nicolet College to serve the needs of District residents has resulted in a variety of instructional activities, which are distinctly separate from the degree and diploma programs. The programs were formulated and offered as a result of communication with District residents. The offerings were provided on the Lake Julia Campus as well as in many locations throughout the District

During Fiscal Year 1974, 7,724 adults participated in programs offered by Nicolet College and Technical Institute in sixteen centers throughout the District. During the same period of time enrollment in special interest offerings increased at a rate of 48.7 percent, while the number of offerings more than doubled. As indicated in Table 3.3, 7,724 adults enrolled in 540 Nicolet College offerings, representing an increase in enrollment of approximately 49% over the previous fiscal year.

3.1c Post-secondary and Adult Education - Ethnic Enrollments

Post secondary vocational education enrollments by ethnic groups are presented in Table 3.4. Ethnic group enrollments in Adult or Special Interest offerings totaled approximately 65 people, or 3% of the total adult enrollment.

3.1d Labor Force and Employment Characteristics

As reported in North Central Area Comprehensive Manpower Plan for Fiscal Year 1974 the majority of persons employed in the District continue to be non-farm wage and salary workers as shown in Table 3.5, with the largest manufacturing industry being paper and allied products. Employment in this industry is concentrated mainly in paper mills and corrugated boxes. The significent industries of the District are:

1. Paper and allied products (paper mills, paper board mills, paper coating and glazing, and pulp mills).

Table 3.3

NICOLET COLLEGE AND TECHNICAL INSTITUTE

ADULT EDUCATION CLASSES AND ENROLLMENTS BY CENTER
Fiscal Year 1973-74

Center	Location	No. of Classes 1973-74	Total Enrollment 1973-74
Crandon	Crandon	36	547
	Laona	24	301
	Wabeno	4	64
Eagle River	Eagle River	56	654
Elcho	Elcho	7	88
Headwaters	Land O' Lakes	17	258
	Phelps	12	165
	Sayner	4	51
	Conover	4	44
Lac du Flambeau	Lac du Flambeau	10	128
Lakeland	Minocqua-Woodruff	49	793
	Boulder Junction	5	98
Mercer	Mercer	17	216
	Manitowish Waters	2	23
	Winchester	3	53
Rhinelander	Rhinelander	184	2,795
	Harshaw	4	58
Three Lakes	Three Lakes	28	429
	Sugar Camp	13	208
Tomahawk	Tomahawk	61	751
	TOTALS	540	7,724

TABLE 3.4

ETHNIC GROUP ENROLLMENTS

1974 FALL SEMESTER

Enrollment Date	Negro		Am. Indian		Oriental		All Others		Total Male	Total Female	Total All Student
	M	F	M	F	M	F	M	F			
Full-time Students First Year	0	0	27	4	2	0	177	78	206	82	288
Second Year	0	0	0	0	0	0	122	63	122	63	185
Total Full-time	0	0	27	4	2	0	299	141	328	145	473
Part-Time Students	1	0	10	28	0	0	219	204	230	232	462
GRAND TOTALS	1	0	37	32	2	0	518	345	558	377	935

2. Lumber and wood products (millwork, sawmills, veneer and plywood, wooden containers, logging).

3. Electrical machinery (electrical measuring instruments, testing, equipment, generators and motors).

4. Machine tool production (manufacture of precision twist drills).

The labor force in the Nicolet District is currently estimated to be 20,403 as compared with 21,699 workers potentially available assuming 100 percent employment were possible. Employment demands are based upon estimates and data provided by the Wisconsin State Employment Service (January, 1975). For detailed data refer to Table 3.5, 1973 Work Force Estimates.

3.1e Populations with Special Needs:

Populations with special educational needs are classified into two major groups, namely the handicapped and the disadvantaged.

Handicapped

Estimates provided by the Department of Social Service Division of Vocational Rehabilitation, 1973, indicated that approximately 1000 persons in the District were in need of educational service. This group is comprised of physically and mentally handicapped, public offenders, and alcoholics.

Services are currently being provided by Nicolet to the institutionalized mentally retarded and the correctional institution inmates in the District. However, the Association for Mental Retardation in the District estimates that

Table 3.5

1973 WORK FORCE ESTIMATES

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Annual Average
FOREST													
Civilian Labor Force	2,400	2,300	2,500	2,500	2,500	2,800	2,700	2,600	2,300	2,300	2,300	2,200	2,400
Unemployed	200	190	250	320	240	290	210	190	140	140	160	200	210
% of Civ. Labor Force	8.6	7.9	10.2	12.5	9.6	10.4	7.7	7.3	6.2	5.8	6.8	8.9	8.5
Employed Workers	2,200	2,200	2,200	2,200	2,300	2,500	2,500	2,400	2,200	2,200	2,100	2,000	2,200
Nonfarm Wage & Salary	1,460	1,450	1,480	1,480	1,500	1,640	1,640	1,580	1,430	1,450	1,440	1,360	1,490
All Other	560	560	590	570	600	670	680	630	560	570	550	520	590
Farm	140	150	150	160	170	170	170	170	160	160	150	130	160
IRON													
Civilian Labor Force	2,100	2,100	2,100	2,100	2,200	2,300	2,400	2,400	2,300	2,200	2,100	2,200	2,200
Unemployed	170	140	120	120	120	150	120	120	90	110	120	110	120
% of Civ. Labor Force	7.9	6.8	5.7	5.4	5.5	6.5	5.0	5.1	4.1	4.8	5.5	5.0	5.6
Employed Workers	1,940	1,930	1,940	2,000	2,100	2,200	2,300	2,300	2,200	2,100	2,000	2,100	2,100
Nonfarm Wage & Salary	1,670	1,660	1,650	1,730	1,800	1,850	1,960	1,960	1,880	1,800	1,740	1,790	1,790
All Other	240	240	240	250	270	280	300	290	270	260	250	260	260
Farm	30	40	40	40	40	40	40	40	40	40	40	30	40
LANGLADE													
Civilian Labor Force	7,200	7,200	7,300	7,400	7,600	7,800	7,800	7,800	7,500	7,400	7,400	7,300	7,500
Unemployed	470	440	470	460	410	480	420	380	310	290	410	340	410
% of Civ. Labor Force	6.5	6.1	6.5	6.2	5.5	6.1	5.3	5.0	4.2	3.9	5.5	4.6	5.4
Employed Workers	6,700	6,700	6,800	6,900	7,100	7,300	7,400	7,400	7,200	7,100	7,000	7,000	7,100
Nonfarm Wage & Salary	5,200	5,100	5,100	5,200	5,300	5,400	5,500	5,500	5,400	5,400	5,400	5,400	5,300
All Other	860	860	890	870	930	970	990	980	930	930	900	910	920
Farm	730	780	810	870	920	910	900	890	880	840	780	720	840

Table 3.5 (cont.)

1973 WORK FORCE ESTIMATES

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Annual Average
LINCOLN													
Civilian Labor Force	8,400	8,400	8,500	8,500	8,600	8,900	8,900	8,900	8,600	8,600	8,500	8,400	8,600
Unemployed	590	560	560	540	480	490	770	350	320	320	560	520	500
% of Civ. Labor Force	7.1	6.7	6.7	6.3	5.6	5.5	8.6	3.9	3.7	3.7	6.5	6.2	5.9
Employed	7,800	7,800	7,900	7,900	8,100	8,400	8,100	8,600	8,300	8,300	8,000	7,900	8,100
Nonfarm Wage & Salary	6,400	6,400	6,400	6,400	6,400	6,800	6,500	6,900	6,700	6,700	6,500	6,500	6,500
All Other	860	870	900	880	920	940	950	980	930	940	880	880	910
Farm	570	600	630	670	710	700	700	690	680	650	610	560	650
ONEIDA													
Civilian Labor Force	10,300	10,300	10,300	10,400	11,100	11,900	11,900	12,200	11,400	10,900	11,000	11,100	11,100
Unemployed	650	690	680	590	540	740	580	550	480	560	740	740	630
% of Civ. Labor Force	6.3	6.7	6.6	5.7	4.8	6.2	4.9	4.5	4.2	5.1	6.7	6.7	5.7
Employed Workers	9,600	9,600	9,600	9,800	10,600	11,200	11,300	11,700	10,900	10,400	10,300	10,300	10,400
Nonfarm Wage & Salary	8,300	8,300	8,300	8,400	9,000	9,500	9,600	10,000	9,400	8,900	8,900	8,900	9,000
All Other	1,050	1,060	1,090	1,070	1,200	1,280	1,310	1,320	1,220	1,160	1,120	1,140	1,170
Farm	270	280	300	320	340	330	330	320	320	310	290	260	300
VILAS													
Civilian Labor Force	4,000	4,100	4,100	4,200	4,700	5,300	6,000	6,100	4,900	4,600	4,500	4,500	4,700
Unemployed	340	410	380	360	210	220	160	140	120	140	260	320	260
% of Civ. Labor Force	8.5	10.2	9.3	8.5	4.6	4.1	2.7	2.3	2.5	3.0	5.8	7.1	5.7
Employed Workers	3,700	3,600	3,700	3,800	4,500	5,100	5,900	5,900	4,800	4,400	4,200	4,100	4,500
Nonfarm Wage & Salary	2,700	2,600	2,700	2,800	3,200	3,700	4,300	4,300	3,500	3,200	3,100	3,000	3,300
All Other	940	940	980	980	1,170	1,330	1,540	1,540	1,240	1,140	1,070	1,060	1,160
Farm	50	60	60	60	70	70	70	60	60	60	60	50	60

SOURCE: Wisconsin State Employment Service, Rhinelander Office January 1975

another group of approximately 300 persons living at home with parents, should also be given training of some type.

Disadvantaged

While most people in the District could be classified as disadvantaged, the largest single minority group is the American Indian population located primarily in Vilas and Forest counties. These counties contain approximately 6.25% of the state's total Indian population. This group suffers the highest unemployment rates, lowest per capita income, are severely disadvantaged economically and have the highest high school dropout rate.

The Nicolet VTAE District includes a population of approximately 1350 Native Americans, most of whom reside in three separate geographically separated communities. The largest community, the Lac du Flambeau Reservation, has 550 persons over the age of 16, Mole Lake has 82, and Stone Lake has 114. Analysis of these communities (U.S. Department of Interior, Bureau of Indian Affairs, March, 1973) revealed that the unemployment rate of Lac du Flambeau was 37 percent, (11 percent actively seeking work), Mole Lake was 38.0 percent (23.4 percent seeking work), and Stone Lake 43.0 percent (41.5 percent seeking work), all of which are much higher than the current state average. For specific information relative to Lac du Flambeau, Mole Lake and Stone Lake, refer to Tables 3.6, 3.7, 3.8 respectively.

Table 3.6

INDIAN LABOR FORCE
AT
LAC DU FLAMBEAU RESERVATION

		Total	Male	Female
A	TOTAL RESIDENT INDIAN POPULATION (b + c)	979	502	477
b	Within the reservation	925	483	442
c	Adjacent to the reservation	54	19	35
	Above total includes persons away from reservation:			
	No. at school 23 / No. (incl. all family members) for seasonal work -			
d	Total under 16 years of age included on line "a"	429	215	214
	RESIDENT INDIAN POPULATION OF WORKING AGE (16 years old and over)			
E	TOTAL 16 YEARS and OVER (a minus d)	550	287	263
f	16 - 19 years	72	37	35
g	20 - 24 "	94	52	42
h	25 - 34 "	94	44	50
i	35 - 44 "	85	43	42
j	45 - 64 "	139	78	61
k	65 years and over	66	33	33
M	NOT IN LABOR FORCE (16 YEARS AND OVER) TOTAL (n + o + p + q)	210	88	122
n	Student (16 years and over, including those away at school)	74	43	31
o	Men, physically or mentally disabled, retired, institutionalized, etc.	45	45	NONE
p	Women for whom no child-care substitutes are available	29	NONE	29
q	Women, housewives, physically or mentally disabled, institutionalized, etc.	62	NONE	62
R	AVAILABLE LABOR FORCE (16 YEARS AND OVER) (e minus m)	340	199	141
S	EMPLOYED, TOTAL (t + u)	214	111	103
t	Permanent (more than 12 months)	201	104	97
u	Temporary (including persons away on seasonal work)	13	7	6
V	UNEMPLOYED (r minus s)	126	88	38
w	Of these persons actively seeking work	38	30	8

SOURCE: U.S. Department of Interior, Bureau of Indian Affairs, March 1, 1973

Table 3.7

INDIAN LABOR FORCE OF
FOREST COUNTY POTAWATOMI
STONE LAKE RESERVATION

		Total	Male	Female
A	TOTAL RESIDENT INDIAN POPULATION (b + c).....	228	127	101
b	Within the reservation.....	203	111	92
c	Adjacent to the reservation.....	25	16	9
	Above total includes persons away from reservation:			
	No. at school - ____	No. (incl. all family members) for seasonal work ____		
d	Total under 16 years of age included on line "a"....	114	57	57
	RESIDENT INDIAN POPULATION OF WORKING AGE (16 years old and over)			
E	TOTAL 16 YEARS AND OVER (a minus d).....	114	70	44
f	16 - 19 years.....	18	8	10
g	20 - 24 "	11	8	3
h	25 - 34 "	26	18	8
i	35 - 44 "	15	9	6
j	45 - 64 "	31	19	12
k	65 years and over	13	8	5
M	NOT IN LABOR FORCE (16 YEARS AND OVER), TOTAL (n + o + p + q).....	49	19	30
n	Students (16 years and over, including those away at school).....	17	8	9
o	Men, physically or mentally disabled, retired, institutionalized, etc.	11	11	NONE
p	Women for whom no child-care substitutes are available.....	6	NONE	6
q	Women, housewives, physically or mentally disabled, instituttionalized, etc.	15	NONE	15
R	AVAILABLE LABOR FORCE (16 YEARS AND OVER) (e minus m)	65	51	14
S	EMPLOYED, TOTAL (t + u).....	37	32	5
t	Permanent (more than 12 months).....	36	32	4
u	Temporary (including persons away on seasonal work).....	1	0	1
V	UNEMPLOYED (r minus s).....	28	19	9
w	Of these, persons actively seeking work.....	27	18	9

SOURCE: U.S. Department of Interior, Bureau of Indian Affairs, March 1, 1973

Table 3.8

SAKOAGON-CHIPPEWA INDIAN
LABOR FORCE AT
MOLE LAKE RESERVATION

		Total	Male	Female
A	TOTAL RESIDENT INDIAN POPULATION (b + c).....	133	77	56
b	Within the reservation.....	129	74	55
c	Adjacent to the reservation.....	4	3	1
	Above total includes persons away from reservation:			
	No. at school: 5			
	No. (incl. all family members) for seasonal work: 0			
d	Total under 16 years of age included on line "a"	51	24	27
	RESIDENT INDIAN POPULATION OF WORKING AGE (16 years old and over)			
E	TOTAL 16 YEARS AND OVER (a minus d).....	82	53	29
f	16 - 19 years.....	17	10	7
g	20 - 24 "	13	6	7
h	25 - 34 "	18	16	2
i	35 - 44 "	12	9	3
j	45 - 64 "	16	9	7
k	65 years and over	6	3	3
M	NOT IN LABOR FORCE (16 YEARS AND OVER), TOTAL (n + o + p + q)	35	14	21
n	Student (16 years and over, including those away at school).....	5	3	2
o	Men, physically or mentally disabled, retired, institutionalized, etc.	11	11	NONE
p	Women for whom no child-care substitutes are available.....	14	NONE	14
q	Women, housewives, physically or mentally disabled, institutionalized, etc.....	5	NONE	5
R.	AVAILABLE LABOR FORCE (16 YEARS AND OVER) (e minus m)	47	39	8
S	EMPLOYED, TOTAL (t + u).....	29	24	5
t	Permanent (more than 12 months).....	23	20	3
u	Temporary (including persons away on seasonal work).....	6	4	2
V	UNEMPLOYED (r minus s).....	18	15	3
w	Of these, persons actively seeking work.....	11	10	1

SOURCE: U.S. Department of Interior, Bureau of Indian Affairs, March 1, 1973

3.2 Other Data Regarding District Population and Vocational Needs.

3.2a District-Wide Secondary Enrollments:

Analysis of high school enrollment data over the past six academic years indicates a growth rate of approximately three percent per year. For actual enrollment figures, as determined by current high school records, please refer to Table 3.9.

3.2c District educational structure reveals eleven (11) high school districts currently existing within the area served by Nicolet College and Technical Institute. While most of these high school units are designed primarily for general education and pre-baccalaureate instruction, only five instructional programs for secondary vocational education exist. Methods whereby Nicolet College can offer increased services for secondary schools are being continually explored.

3.2d Private Institution, Post-Secondary Vocational Education

No private, post-secondary, institutions of higher education exist in the District. Data concerning the number of workers trained by industry is not known at the time, although the number of trainees involved in industrial training programs is relatively small.

3.2e Other Agencies Providing Post-Secondary Vocational Educat:

Other agencies providing post-secondary education in the District would include the Wisconsin State Employment Service, the Department of Health & Social Service, Division of Vocational Rehabilitation, and the

Table 3.9

HIGH SCHOOL ENROLLMENTS

NICOLET VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

Class	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75
Freshmen	1,003	1,060	1,153	1,212	1,198	1,336	1,364
Sophomores	1,060	1,046	1,076	1,184	1,224	1,235	1,270
Juniors	999	1,059	1,001	1,054	1,158	1,185	1,165
Seniors	933	985	982	1,008	1,033	1,076	1,067
Totals	3,995	4,150	4,212	4,458	4,613	4,832	4,866

	% change
1968-69 to 1969-70	3.87%
1969-70 to 1970-71	1.50%
1970-71 to 1971-72	5.80%
1971-72 to 1972-73	3.50%
1972-73 to 1973-74	2.82%
1973-74 to 1974-75	4.74%
Average	3.25%

Sources: Nicolet College and Technical Institute, Survey, January, 1975
District High School Report, October, 1974.

University of Wisconsin Extension Center. Some of the training programs sponsored by the Rhinelander Office of the Wisconsin State Employment Service are conducted in cooperation with Nicolet College. In addition, as of January 1975, WSES was also providing training to 75 persons through the Work Incentive Program, and 5 persons through on-the-job training. The impact of WSES in providing Vocational Education to District residents has been significant as the clientele served are those who are typically not reached through formal institutional programming.

The extent to which the University of Wisconsin, Extension is providing vocational training is not known, although most offerings would appear to be of a short term nature, and primarily avocational in nature.

Sources and Recency of Data:

Wisconsin Board of Vocational, Technical & Adult Education, 1974

Wisconsin Department of Public Instruction, 1972

Wisconsin State Employment Office, 1974, 1975

Division of Vocational Rehabilitation, 1975

Wisconsin Department of Health & Social Services, 1974

Nicolet College and Technical Institute, 1973, 1974, 1975

Association for Mental Retardation of Oneida County, 1973

U.S. Dept. of Interior, Bureau of Indian Affairs, 1973

Area Manpower Planning Board, North Central Area, 1974

4.0 Vocational Education Priority Program Needs:

As a basis for establishing vocational education priorities for the Nicolet District, it may be helpful to refer to Table 4.0 which identifies job call data as recorded by the Wisconsin State Employment Service during September and October (1974), for the Northeast and Northwest areas of the State. The occupational fields exhibiting the greatest number of job calls and apparent opportunities for employment exhibit a position correlation with growth trends projected for the Nation. Data for Agriculture, Distributive, Health, Home Economics, Office, Technical and Trade and Industrial Occupations indicates shortages of trained personnel.

An application of the projection percentages found in Table 4.2 to the job call data indicates that the number of jobs available in the District will continue to increase during the next decade.

Goals and Programs:

4.1 Pre-Secondary:

Although the concept of career development and career education has been discussed at Nicolet College and Technical Institute, no plans have been formulated for the implementation of exemplary programs at this level for fiscal year 1976. However, institutional concern for providing maximum service to the District indicates that the career education concept will continue to receive consideration.

Table 4.0

W.S.E.S. JOB BANK DATA

Northeast and Northwest Areas

September and October, 1974

Instructional Area	Northeast Area			Northwest Area			Combined Areas
	Sept. Job Calls	Oct. Job Calls	Total Job Calls	Sept. Job Calls	Oct. Job Calls	Total Job Calls	Total Job Calls for Sept. & Oct. 1974
Agriculture	277	279	556	73	67	140	696
Distribution	1,073	840	1,913	177	249	426	2,339
Health	81	83	164	100	99	199	363
Home Economics	320	292	612	346	252	598	1,210
Office	192	167	359	118	73	191	550
Technical	78	21	99	27	26	53	152
Trade & Industry	672	513	1,185	290	391	681	1,866
TOTALS	2,693	2,195	4,888	1,131	1,157	2,288	7,176

SOURCE: Wisconsin State Employment Service, November, 1974

Table 4.2

TOTAL EMPLOYMENT ON PAYROLLS OF NON-AGRICULTURAL ESTABLISHMENTS BY INDUSTRY DIVISION (ANNUAL AVERAGES) (PERCENT DISTRIBUTION)

	1947	1970
Mining	2.2	.9
Manufacturing		
Total	35.4	27.5
Durable	19.1	15.9
Non-durable goods	16.3	11.6
Transportation & Public Utilities	9.5	6.4
Wholesale and Retail		
Total	20.4	21.2
Wholesale	5.4	5.4
Retail	15.0	15.7
Finance, Insurance and Real Estate	4.0	5.2
Services	11.5	16.4
Government		
Total	12.5	17.8
Federal	4.3	3.8
State and Local	8.2	14.0

Source: U.S. Bureau of Labor Statistics, 1970

4.2 Secondary:

The need for vocational education training for students in high schools in the District is evident. The degree of responsibility of Nicolet College to assist in the development of vocational education at the secondary level has been considered, and while it is generally accepted that the primary responsibility rests with the Wisconsin Department of Public Instruction, Nicolet College is actively engaged in this aspect of vocational education. In keeping with its mission, Nicolet College is currently cooperating with secondary schools and is offering consultative services to various District agenci

Approximately 11.1 percent of the 1974 high school graduate in the District are currently enrolled at Nicolet College and Technical Institute. It is expected that this will increase to approximately 30 percent by 1980. For further information refer to Tables 4.3 and 4.4.

A second major thrust involving Nicolet and the secondary schools is the Career Information for Area High Schools Project. With modern career technology changing rapidly it is essential that these locations be provided with current, up-to-date caree information in a format that is acceptable and usable by the student.

Career Information For Area High Schools

Program Objectives

The objectives of this program are to provide realistic career information in the form of audio-visual packages (audio-pictorial type) on a permanent loan basis to eleven district high

Table 4.3

GRADUATES FROM DISTRICT HIGH SCHOOLS
ATTENDING NICOLET COLLEGE-FIRST SEMESTER 1974

High School	No. of 1974 Graduates	No. of 1974 Graduates Attending Nicolet College	% of 1974 Graduates Attending Nicolet College	Previous Graduates & Non Graduates Attending Nicolet College	Totals	Enrollments From H.S. District as % of Nicolet Enrollment
Crandon	53	2	3.8	19	21	2.3
Eagle River	111	15	13.5	23	38	4.2
Elcho	45	2	4.4	10	12	1.3
Laona	35	5	14.3	8	13	1.4
Mercer	23	--	---	--	0	0.0
Lakeland	156	8	5.1	37	45	4.9
Phelps	15	3	20.0	0	3	.3
Rhinelander	345	53	15.4	265	318	34.9
Three Lakes	55	7	12. 7	17	24	2.6
Tomahawk	148	16	10.8	41	57	6.3
Wabeno	29	2	6.7	7	9	1.0
Other		28		343	371	40.8
DISTRICT TOTALS	1,015	141	11.1	770	911	100.0%

SOURCE: Registrar Nicolet College and Technical Institute, January, 1975

Table 4.4

STUDENTS ATTENDING
NICOLET COLLEGE AND TECHNICAL INSTITUTE
BY
AGE GROUP

FOR 1ST SEMESTER 1974-75, 1ST SEMESTER
1973-74, 2ND SEMESTER 1972-73

AGE GROUP	NUMBERS			% OF TOTAL		
	1972	1973	1974	1972	1973	1974
16-17	15	6	27	2.1	.8	2.9
18-19	253	213	220	35.6	28.5	23.9
20-23	168	184	174	23.6	24.6	18.9
24-30	131	159	211	18.4	21.3	22.9
31-40	75	109	191	10.5	14.6	20.7
41-50	47	46	58	6.6	6.2	6.3
51-60	17	25	31	2.4	3.3	3.4
*61-70	5	4	9	.8	.5	1.0
Over 70	0	1	0	0	,2	0.0
TOTAL	711	747	921	100%	100%	100%

*Oldest Student in 1972 - 68 Years of Age
Oldest Student in 1973 - 71 Years of Age
Oldest Student in 1974 - 69 Years of Age.

1974 Mean Age 24.7 Years

Source: Registrar; Nicolet College and Technical Institute, October, 1974

schools, Camp McNaughton, three Indian Communities, MSES, and DVR. In addition, these locations are provided with films on selected career areas upon request on a free loan basis. In addition to the packages and films the program provides regular follow-up services on a more specific level in the form of a career counselor.

4.3 Post Secondary

A. General Vocational Programs and Services:

Full-time post-secondary occupational programs are currently available in Agriculture, Distribution, Home Economics, Office, Technica and Trade & Industry.

1. Agriculture: Timber Producers Aide is the only program currently offered in this area.

   a. Timber Producers Aide is a one-year diploma program designed to prepare students for entry level employment in timber production and related occupations. It is anticipated that approximately 7-8 persons will be available for employment at the end of the current fiscal year to fill some of the five positions identified in the North Central Area Comprehensive Manpower Plan for FY 1974. The program will be continued during FY 1975.

2. Distribution: Two programs are currently offered in this area including Retail Sales and Hospitality Management.

   a. Retail Sales is a one-year diploma program designed to provide the student with the basic knowledges and skills relating to over-all retail operations. With the entry level skills provided through the program the graduate should qualify for promotion into mid-management and management positions after

sufficient work experience is acquired. The North Central Area Comprehensive Manpower Plan for FY 1974, indicates that there are positions currently unfilled in the District. The program relates directly to the Manpower Plan as an estimated 12 graduates will be available for placement during FY 1975. This is an on-going program to be offered on a yearly basis.

b. Hospitality Management is a two-year Associate Degree program designed to prepare persons seeking employment in the Hospitality Area, as well as to expand the skills and career experience of those persons presently employed in the field. The program provides a balance of learning opportunities, including basic hospitality courses, occupational field electives and work experiences which will qualify graduates for employment in hospitals, schools, motels, hotels, restaurants, nursing homes and resort operations. Although specific employment positions are not projected in the North Central Area Comprehensive Manpower Plan for FY 1975, the Plan does point out that the employment potential in the service industries are higher in the Northern Sub-Area than in any other other Sub-Areas, reflecting a higher dependence on an economy based on recreation and tourism. An on-going program to be continued during FY 1976 and thereafter, the program supports the Comprehensive Manpower Plan by providing a trained labor pool from which employers in the Hospitality field may hire trained personnel to satisfy their employee needs. The first graduates of the program will be available for employment during FY 1975.

3. Home Economics Occupations: A one-year full-time vocational diploma program, "Food Preparation Assistant" was approved for implementation in September 1974. This program is designed to train students in food preparation for commercial and institutional establishments including restaurants, supper clubs, resorts, hospitals, nursing homes and school cafeterias.

   Interviews conducted in January 1975, with the local Director of Employment Security, Rhinelander Office of the WSES indicated that this program will help to meet the shortages of trained personnel available for employment in food preparation fields. This position is reinforced by the North Central Area Comprehensive Manpower Plan for FY 1974, which identified 30 openings in the Northern Sub-Area for cooks. The program was designed to help alleviate this manpower shortage and should produce approximately 10 graduates who will be available for employment at the close of FY 1975. The program has been operationalized, currently has 12 full-time persons enrolled and will be offered on an on-going basis

4. Office Occupations: Three one-year diploma programs are currently offered in the office occupations area including Account Clerk, Clerk Typist and Clerk Stenographer.

   a. Account Clerk is an on-going one-year, diploma program that will be offered during FY 1976 and thereafter as needed. Designed to train and prepare students for entry level employment in accounting and accounting related occupations, the program is directly supportive of the North Central Area Comprehensive Manpower Plan for FY 1974 by providing an

estimated 15 graduates during FY 1975 who may be placed in the 15 positions identified in the North Central Area Comprehensive Plan.

b. Clerk Typist is an on-going, one-year diploma program designed to prepare the graduate for entry level employment in the office occupations. The program provides basic skills and knowledge relating to typing, filing, business machines and related business subjects to the depth required to seek out, secure and maintain employment. The North Central Area Comprehensive Manpower Plan for FY 1975 indicates that approximately ten employment positions currently exist in the District. This program is directly supportive of the Area Manpower Plan by making available to potential employers approximately 16 trained personnel during FY 1975. This program will be continued during FY 1976 and thereafter as needed.

c. Clerk Stenographer is an on-going, one-year diploma program that is designed to provide the basic skills and knowledge related to shorthand, dictation, typing, transcription and other related business subjects as required for the student to successfully secure and maintain employment in the secretarial job market. The North Central Area Comprehensive Manpower Plan for FY 1974 identifies the availability of approximately 30 employment opportunities in this field, thus, this program is directly supportive as approximately 16 graduates will be available for placement at the end of FY 1975. This program is being explored for possible expansion during FY 1976.

5. Technical Occupations: one program is currently available in this area.

   a. Land Surveying Technician: This is a newly instituted two-year program offered on the associate degree level culminating in the Associate of Applied Science degree in Land Surveying Technician. The program is designed to prepare students in the determination of boundaries and areas of real property. The program has been approved by the Wisconsin Board of Vocational, Technical and Adult Education, and was implemented in September 1974 enrolling 37 persons.

      The program was designed in response to recommendations received from State vocational staff and is intended to offset the effects of recently enacted State Law which mandated that the records of the corners of public land survey shall be established and perpetuated in such a manner that five percent of all corners originally established in each county be established or re-established each year.

      Although the North Central Area Comprehensive Manpower Plan for FY 1974 does not refer to this occupational area specifically the program is supportive of the State Manpower Plan by providing a trained labor pool from which employers can hire trained surveying technicians.

6. Trade and Industrial Occupations: Five on-going diploma programs are currently offered in the trade and industrial instructional area including Automotive Mechanics, Small Engine Repair, Drafting, Machine Tool Operation, and Building Materials Specialist.

a. Automotive Mechanics is an on-going diploma program designed to provide basic skills and knowledge relating to the diagnosis, servicing and repair of all major units of the automobile, mastery of which will qualify the successful graduate for entry level employment as an automotive mechanic. The program is supportive of Area Manpower Plan by providing an estimated 12 trained graudates during FY 1975 to be placed in the 30 jobs openings identified in the North Central Area Comprehensive Manpower Plan for FY 1974. The program will be continued during FY 1976 and thereafter as needs indicate.

b. Small Engine Repair is an on-going one-year diploma program designed to prepare the student for entry level employment in small engine related occupations. The program is supportive of the Area Manpower Plan by providing approximately 15 graduates during FY 1975 to fill the 10 potential openings identified in the North Central Area Comprehensive Manpower Plan for FY 1974. The program will be continued during FY 1976.

c. Mechanical Drafting is an on-going one-year vocational diploma program designed to provide basic instruction relating to design, drafting and the language of industry as well as their application to the design of machines, tools, discs, fixtures, cams, gears, and manufactured products. Successful completion of the program qualifies the student for entry level employment in the drafting field. The program graduates approximately 10 persons yearly and is supportive of the Area Manpower Plan which identified approximately 10 employment positions which are available in the North Central Northern Sub-Area. The program will be continued during FY 1976.

d. Machine Tool Operation is a one-year diploma program designed to prepare interested persons as skilled workers for entry level employment in the machine tool trades. Basic instruction relating to conventional machine operations involving power saws, drill presses, horizontal and vertical mills, shapers, lathes, grinders and measuring tools is provided. The program is related to the Area Manpower Plan in that it will graduate approximately ten trained machine operators to offset the 60 openings currently available as identified in the North Central Area Comprehensive Manpower Plan for FY 1974. The program will be continued during FY 1976.

e. Building Materials Specialist is a one-year diploma program designed to prepare students for entry level employment with lumber yards and contractors. Basic skills and knowledge required to do material take-offs, interpret building plans and understand new materials and their application are provided. In addition, the student will have a working knowledge of construction techniques, and be prepared to develop sketches as well as prepare technical drawings for home construction. The North Central Area FY 1974 Manpower Plan indicates that employment opportunities exist in the District. This program is directly supportive of the North Central Manpower Plan as approximately twelve graduates will be available for placement at the completion of the FY 1975 project. This is an on-going program and will be offered during FY 1976.

In addition to the programs listed above, all of which have been approved for operation by the Wisconsin Board of Vocational, Technical and Adult Education, other full-time programs are being explored for possible future implementation in various instructional areas.

Potential Areas of Program Implementation

1. Agriculture Occupations: There are no plans to implement additional programs in this instructional area for FY 1976. However, the present Timber Producers Aide program may be expanded and other programs added if needs should become evident.
2. Distributive Occupations: No plans for additional programming in this instructional area have been made for FY 1976. Although the programs currently provided may be expanded and new offerings provided if needs should become evident.
3. Health Occupations: Two programs are currently being explored in the Health Occupations area, including Radiologic Technology and Pre-Service Nursing Assistants.
   a. Radiologic Technology: This program would be designed to prepare a student in the diagnostic areas of Radiologic Technology. The program would lead to the Associate of Applied Science Degree in Radiologic Technology. An indication of interest has been submitted to the Wisconsin Board of Vocational, Technical and Adult Education and the institution is awaiting reaction at this time. A projected implementation date has not been established.

b. Pre-Service Nursing Assistant: Consistent with the Philosophy and Mission of Nicolet College and Technical Institute, this program would be designed to serve that segment of the population who wish to learn the skills and knowledges required to enter the labor market as nursing assistants. Although Nicolet College currently provides training for employed nursing assistants, no program exists in the District to prepare people for initial employment. This program will be the first short-term full-time course of study (180 hours of instruction) offered by the institution.

Recommended for implementation by selected State Vocational Staff, preliminary exploration of the feasibility of proposal development has been initiated and an indication of interest has been submitted to the Wisconsin Board of Vocational, Technical and Adult Education. The program will be initiated as an on-going activity for FY 1976 and thereafter as needed.

The Occupational Information Outlook indicates that the growth rate to 1980 will be rapid for general duty nurses and the available positions will also be hard to fill. Nursing Assistant positions will also experience a rapid growth rate and it will be fairly difficult to fill available openings. Potential enrollments are reflected in Table 4.5 .

4. Office Occupations: Expansion and implementation of new programs are tentatively planned for FY 1976 and 1977.

a. Business Operations: This program will be designed to provide mid-management skills related to business operations. The

program will contain a two-year curriculum leading to an Associate Degree. As indication of interest has been submitted to the Wisconsin Board of Vocational, Technical and Adult Education. If approved the program would be implemented in the Fall semester of FY 1977.

b. Accounting: This program, as tentatively planned would contain a two-year curriculum leading to an Associate Degree in Accounting. An indication of interest has been submitted to the Wisconsin Board of Vocational, Technical and Adult Education, which has requested that a program proposal be submitted. Proposal preparation is underway and if approved the program would be implemented during the Fall semester of FY 1976.

c. Secretarial Science: This program is designed to contain a two-year curriculum leading to an Associate Degree in the secretarial field. An indication of interest has been submitted to the Wisconsin Board of Vocational, Technical and Adult Education and the institution is waiting for a reaction at this time. If approved, the program would be implemented during the Fall semester of FY 1977.

5. Technical Occupations: Three programs are currently being explored for implementation at some future date including Police Science, Fire Science and Industrial Engineering Technician.

a. Police Science: This program will be designed as a part-time Associate Degree program. An indication of interest has been approved by the Wisconsin Board of Vocational, Technical and Adult Education and proposal writing is underway at this time.

If approved the program will be implemented during the Fall semester of FY 1976. Potential enrollments are included in Table 4.5.

b. Fire Science: Designed to serve employed firemen, this program would also be offered on a part-time basis and would lead to an Associate Degree in Fire Science Technology. An indication of interest is being prepared for submission to the Wisconsin Boar of Vocational, Technical and Adult Education. If approved, the program would be implemented in the near future.

c. Industrial Engineering Technician: Designed to serve personnel currently employed by industry, this program would be offered on a part-time basis and lead to an Associate Degree. An indication of interest will be submitted to the Wisconsin Board of Vocational, Technical and Adult Education with implementation projected for FY 1976 if approved.

6. Trade and Industrial Occupations: Three programs are being explored for potential implementation or expansion including Architectural Drafting, Automotive Mechanics, and Ground Water Specialist.

a. Architectural Drafting: This is designed as a one-year vocational diploma program which will provide basic instruction relating to the design phases of residential and commercial buildings. An indication of interest will be submitted to the Wisconsin Board of Vocational, Technical and Adult Education. A projected date for implementation has not been established.

b. Automotive Mechanics: This program is designed as a two-year diploma program and will serve students interested in advanced

training who have completed the one-year vocational diploma program in Automotive Mechanics or who can demonstrate mastery of job entry skills in the automotive mechanic occupational area. An indication of interest will be submitted to the Wisconsin Board of Vocational, Technical and Adult Education for reaction. If approved the program would be implemented during FY 1976.

c. Ground Water Specialist: This is a new program that is designed to train students for entry level employment with well drillers or other persons who locate and obtain underground fresh water. Occupational need surveys are being conducted and proposal preparation is underway. The indication of interest has been approved by the Wisconsin Board of Vocational, Technical and Adult Education and will be implemented during FY 1976 if the program proposal is acceptable and approved by the State Board.

7. Service Occupations: One new program is currently being explored, which is Instructional Aide. This would be a one-year vocational diploma program designed to prepare students for a variety of para-professional careers in education having application to elementary, secondary and post-secondary schools. An indication of interest will be re-submitted to the Wisconsin Board of Vocational, Technical and Adult Education. A projected date of implementation will not be established until State Board reaction is known.

B. Vocational Education for the Handicapped:

Special consideration was given to the planning stages of campus facilities resulting in elevators and special lavatory facilities for non-ambulatory students. Although it is recognized that many handicapped students have the same needs as other students, instruction may be more highly individualized than for others. Consultation with the student and special agencies often results in program adaptations.

At the present time cooperation in recruitment activities is received from the Department of Health and Social Service, Division of Vocational Rehabilitation from which referrals to Nicolet College are regularly received. The exact size of the handicapped population of the District is not known although with application of the State percentage estimates of 2 to 3 percent of the general population being handicapped, the estimated handicapped population of the Nicolet District would range from 1,080 to 1,620 persons.

The Rhinelander office of the Division of Vocational Rehabilitation had a FY 1973 case load of 1,412 persons as shown in Table 4.41. The case load was expected to drop since State Law removed Vocational Rehabilitation from the correctional institutions service area. Every effort will be made to expand educational services to the handicapped through increased cooperative efforts with appropriate DVR staff.

At the present time Nicolet College is serving 75 persons classified as "handicapped", or approximately 7.9% of the Nicolet College enrollment. As methods used to define and identify handicapped persons in the District are improved, Nicolet College will continue to serve an increasing number of handicapped persons.

TABLE 4.41
RHINELANDER OFFICE OF DVR
NUMBER & PERCENTAGE DISTRIBUTION OF CASES ON RECORD
BY SEX, AGE, EDUCATIONAL LEVEL & DISABILITY:
FISCAL YEAR 1973

Office	State Total Cases	%	Rhinelander Cases	%
Total	54,992	100.0	1,412	100.0
Male Clients	36,075	65.6	1,018	72.1
Female Clients	18,917	34.4	394	27.9
AGE OF REFERRAL				
Total	54,992	100.0	1,412	100.0
Under 21 years	17,924	32.6	522	37.0
21-30 years	13,405	24.4	237	16.8
30-44 years	9,932	18.1	237	16.8
45 + years	13,731	25.0	416	29.5
EDUCATION LEVEL AT ACCEPTANCE				
Total	54,992	100.0	1,412	100.0
8 years and under	8,277	15.1	224	15.9
9-11 years	13,612	24.8	400	28.3
12 years	12,855	23.4	312	22.1
Over 12 years	4,943	9.0	87	6.2
Not available	15,305	27.8	389	27.5
DISABILITY				
Total	54,992	100.0	1,412	100.0
Blind	933	1.7	31	2.2
Visually Impaired	1,214	2.2	35	2.5
Deaf	609	1.1	12	.8
Hard of Hearing	1,095	2.0	47	3.3
Amp and Onth	11,095	21.7	406	28.8
Mentally Ill	9,149	16.6	68	4.8
Alcoholism	3,740	6.8	84	5.9
Drug Addiction	333	,6	1	.1
Public Offenders	6,849	12.5	275	19.5
Other Behavioral Disorders	2,469	4.5	35	2.5
Mentally Retarded	5,595	10.2	132	9.3
Epilepsy	929	1.7	32	2.3
Heart Disease	2,597	4.7	91	6.4
Digestive Disorders	641	1.2	27	1.9
Speech Impairment	314	.6	6	.4
All other Physical	6,568	11.9	130	9.2

Source: Division of Vocational Rehabilitation Program Data, 1973.
State Dept. Health & Social Services, DVR
Updated information for FY 1974 is not available at this time

A program currently operationlized to serve the handicapped is the Vocational Training for the Developmentally Disabled project implemented at the Jolly Fisherman Home for the mentally retarded. Another program is being explored to serve a counter-group of mentally retarded boys. The program would provide pre-vocational or basic vocational skill-training.

Another thrust has been the installation of career information materials depicting employment opportunities for handicapped individual This service will be continued on an on-going basis.

Vocational Training for Developmentally Disabled

There exists within the District two homes for the mentally retarded, which house a total of 213 patients. Approximately 30 of these patients are the higher functioning (Educable) retarded and capable of understanding and benefiting from vocational training for being on their own in part-time jobs or as homemaker's helpers in homes where they will eventually reside. Areas of instruction include food preparation, clothing construction, housekeeping and laundry procedures child care and personal grooming.

Meetings have been held with Friendly Village Incorporated (Division include Jolly Fisherman and Country Farm) and requests for programs for the adult patient ranging in age from 18 to 54 years have been honored. These adults have all undergone continued diagnostic testing and are presently involved in counseling with qualified staff members who participate in the instructional sequence provided.

This project has been operationalized as an annual on-going program serving 13 persons during FY 1974, and 13 persons during FY 1975.

C. Vocational Education for the Disadvantaged

Most of the Nicolet College District is geographically located in a portion of the State classified as being economically depressed and a high percentage of the District's population is disadvantaged in one manner or another.

The College recently completed a research and action project identified as Project Crossroads-Wisconsin, funded through the U.S. Office of Economic Opportunity, for the purpose of increasing the institution's effectiveness in working with disadvantaged persons. As a result of this special project, new directions have been identified which will enable Nicolet College to serve more disadvantaged persons. Special attention is being given to the Indian population of the District.

Programs designed specifically to serve disadvantaged target groups within the District include the following:

1. Recruitment and Training of Urban and Rural Disadvantaged Persons.

   a. At Nicolet College and Technical Institute, at least 220 person who could qualify as disadvantaged are enrolled in vocational programs. This group includes school dropouts, the unemployed, inmates, Indians on and off reservations, and other persons who have not succeeded educationally.

      In addition, there are approximately 100 persons on the Indian reservations who need local prevocational training in the basic skills so that they can succeed in regular programs. Others will need this for entry into the short term courses given on the reservations and in other areas.

b. Frequent meetings have been held with the Health, Education, and Welfare Committees of the Indian Reservations, who have requested prevocational and occupational programs. In addition, the Student Services Office and instructors at Nicolet, and the Vocational Rehabilitation offices in Rhinelander, have identified disadvantaged persons who need individualized prevocational assistance.

c. The primary objective of the program is to help the disadvantaged to improve their economic potential by teaching them marketable skills and by preparing others to enter vocational programs.

d. Experience has proven that these people's needs and abilities, especially in the communications skills, are so divergent that many cannot be helped in conventional class situations. In such cases, individualized assistance is provided.

This program has been operational for three years and is slated for expansion during fiscal year 1976. The project is currently serving approximately 250 students at the post-secondary and adult levels.

2. Provide Vocational Training for Correctional Institution Inmates

At State Camp there are approximately 47 inmates who qualify as disadvantaged persons who need some occupational training. Approximately 15 inmates attend Nicolet College and participate in the vocational and liberal arts programs. However, there are other inmates who do not participate in classes on the Nicolet Campus but who should be taught a marketable skill to improve their economic

potential, when they leave State Camp. This group includes persons who were high school dropouts, were unemployed before they became inmates, and haven't been motivated in developing an occupation. The projects enrolled approximately 50 persons during FY 1974.

An interest in general woodworking occupations including some basic carpentry, cabinet making, wood carving, sign making, woodturning, woodfinishing and painting has been expressed. Vocational Rehabilitation purchased woodworking machinery for the project and supplied the basic materials. The course content includes blueprint reading, using measuring tools and all hand tools relating to general woodwork.

This program will be revised and expanded to better meet the vocational needs of this disadvantaged target population during FY 1976.

The revised project may also include a tutoring component to alleviate problems encountered in the on-site project because of a lack of basic mathematical, reading, and writing skills. Meetings have been held with supervisory staff at Camp McNaughton to discuss program revision. It was the general concensus of those involved in the planning sessions that the provision of professional staff at the Camp would enable the inmates to secure the tutorial assistance necessary for them to function more effectively in the instructional activities that are provided.

Special attention has been given to the Native American population of the District on the post-secondary level. A program designed to serve this disadvantaged target population is the Native American Resources project which was implemented in FY 1973.

3. Native American Resources:

The project, which enrolled 18 Native Americans in FY 1973, 18 in FY 1974 and 18 in FY 1975, is identifed as PROJECT NATIVE AMERICAN RESOURCES, and is administered by Nicolet College and Technical Institute in cooperation with the Wisconsin Department of Natural Resources, U.S. Forest Service and the Bureau of Indian Affairs. The project is funded through the Upper Great Lakes Regional Commission.

The project provides educational experiences which incorporate fundamental information and activities for skill development relating to para-professional positions in natural resources management, outdoor recreation, and environmental protection appropriate to Northern Wisconsin, Northern Minnesota, and Northern Michigan. It is also aimed at increasing the employment potential, by utilizing the existing knowledge and skills, of Native American residents in these areas.

The project was developed as a new approach to minority group education with participants selected for specific positions identified prior to development of the educational program, which should result in increased educational relevance, higher educational attainment, and increased motivation among the participants.

The project is experimental in nature, and it is anticipated that the procedures developed will be transferable, with appropriate adaptations to other geographic areas. The results may have significance for occupational education programs involving other minority groups.

Instructional activity takes place on the Nicolet College Campus. The intern portion of the program is conducted in areas of Northern Wisconsin determined by the Wisconsin Department of Natural Resources.

As other cooperating agencies are identified, outdoor educational activity will take place throughout the area served by the Upper Great Lakes Regional Commission. The project is funded through June 30, 1975. Proposals for FY 1976 funding are being prepared.

4. Building Materials and Home Improvement Skills For Native Americans--Lake Superior Band of Chippewa Indians--Lac du Flambeau Reservation:

As stated earlier, the Nicolet District contains an estimated total of 1,350 Native Americans. Data provided by the Bureau of Indian Affairs indicated that many of the Native American population suffer persistent unemployment. To help offset the economic effects of chronic unemployment the Lac du Flambeau Tribal Council adopted a resolution (Appendix B) calling for the establishment of a modified building materials program to be housed within the newly constructed Lac du Flambeau Community Center.

Frequent meetings were held with the Tribal Council Education Committee members, BIA representative, WSES personnel and Nicolet College staff. As a result, a FY 1975 proposal was written, submitted to and approved by the State Board of Vocational, Technical and Adult Education to provide a one-year full-time program including instruction in home improvement and general woodworking related skills for Native Americans. The project will be expanded and revised as needed for FY 1976.

It was anticipated that the Native American adult population would participate in the project more readily if the program was provided in their own community and was in close proximity to their places of residence. The primary intent of the project is to help adults improve their economic and individual potential by providing them with marketable skills, preparing them to enter other vocational programs, and be able to seek out, secure and maintain employment in woodworking related occupations. Sixteen persons were enrolled in FY 1975 and preliminary reports indicate that the project has been very successful.

D. Research and Training Programs

A priority research project identified by the District and approved by the Wisconsin Board of Vocational Technical and Adult Education, relating to health occupations was recently completed.

Authorized by the Nicolet College Board the College has conducted a study of health career educational needs in the Nicolet District to enable the institution to make appropriate long-range curriculum plans in relation to District employer needs of trained personnel in the health fields.

The College has received many requests from hospitals, medical clinics, and nursing homes to expand health-related educational programs. There was considerable evidence of an expansion of health services throughout the Nicolet District.

Personnel needs of the various health care facilities in the Nicolet District identified through the study were consistent with estimates contained in the North Central Area Comprehensive Manpower

Plan for Fiscal Year 1974 which indicated occupational need for 30 Licensed Practical Nurses, nurses aides and ward clerks. Plans for potential implementation of the Pre-Service Nursing Assistants program have emerged as a result of the research project.

To identify potential priority research areas concerning Nicolet College, as perceived by resident faculty, an instrument received from the Research Coordinating Unit of the Wisconsin Board was administered. For purposes of this report the responses were categorized as either administrative or instructional faculty. Responses reflecting the concerns of administrative faculty are presented in Appendix C, while the responses for the instructional faculty are shown in Appendix D. Prioritized concerns of all faculty surveyed are presented in Table 4.42. It was assumed that a congruency of faculty perception would be reflected if the majority of faculty surveyed, identified the same potentially researchable items.

As indicated in Table 4.42 the broad categories of vocational education research areas identified were: NEEDS FOR VOCATIONAL EDUCATION, CURRICULUM DEVELOPMENT, INSTRUCTIONAL LEARNING PROCESSES and ADMINISTRATION OF VOCATIONAL EDUCATION, ranked 1, 2, 3.5 and 3.5 respectively. Table 4.42 also indicates that prioritized research consideration should be given to specific topics within each of the broad categories. For purposes of discussion only those specific topics identified by 50 percent or more of the respondents are indicated and ranked.

Within the broad category "NEEDS FOR VOCATIONAL EDUCATION", in rank order, 75 percent of the respondents identified Individual Educational Needs, 67 percent identified Educational Needs for 16-18

Table 4.42

POTENTIAL PRIORITY RESEARCH AREAS IDENTIFIED BY
SELECTED NICOLET COLLEGE FACULTY FOR THE PERIOD 1975-77*

Research Area	Adm. Faculty		Instru. Faculty		Total Respondents		Rank
	Responses of High/ extremely high Prio.	%	Responses of High/ extremely high Prio.	%	Responses of High/ extremely high prio.	%	
NEEDS FOR VOC. EDUCATION	5	71	3	60	8	67	1
Indivi. Edu Needs	6	86	3	60	9	75	1
Edu. Needs for 16-18 year	4	57	4	80	8	67	2
Labor Market Requirement	3	43	4	80	7	58	3
CURRICULUM DEVELOPMENT	4	57	1	20	5	42	2
Determining Perf. Levels for Job Entry	3	43	5	100	8	67	1
Sec, Post-Sec. Artic.	4	57	2	40	6	50	2
INSTRU. LEARNING PROCESSES	3	43	0	0	3	25	3.5
Multi-Media Approaches	5	71	4	80	9	75	1
Student Learning Styles	4	57	2	40	6	50	2
ADMI. OF VOCATIONAL EDUCATION	2	29	1	20	3	25	3.5
Evaluation of VTAE District	4	57	5	100	9	75	1
Role of post-sec. VTAE system relative to Cha. 89	4	57	4	80	8	67	2
Edu. Programs, Activities, Services for Disadvan. & Handic	3	43	4	80	7	58	3.5
Student Follow-up Procedures	3	43	4	80	7	58	3.5

*Categories are presented in rank order with specific topics ranked within each category.

Year Olds, and 58 percent identified Labor Market Requirements as priority research areas.

Within the category "CURRICULUM DEVELOPMENT", in rank order, 67 percent identified Determining Performance Levels For Job Entry and 50 percent identified Secondary, Post-Secondary Articulation as priority research areas.

Within the Category "INSTRUCTIONAL LEARNING PROCESSES", in rank order, 75 percent of the respondents identified Multi-Media Approaches as the first priority while 50 percent ranked Student Learning Styles as the second priority.

Four potential research areas were identified within the category "ADMINISTRATION OF VOCATIONAL EDUCATION". Seventy-five percent viewed Evaluation of Overall VTAE District as the first priority, 67 percent identified the Role of Post-Secondary VTAE System Relative to Chapter 89, 58 percent viewed Educational Programs, Activities, and Service for the Disadvantaged/Handicapped as a priority research area, and 58 percent identified Student Follow-up Procedures as a priority area. The areas noted were ranked 1, 2, 3.5 and 3.5 respectively.

It is anticipated that the results of the survey may form the basis from which areas of institutional research may emerge. Additional input from other concerned groups and individuals will be required before specific research areas can be identified and research procedures can be implemented.

E. Exemplary Programs and Projects

During FY 1975 one exemplary project, Career Information For Area High Schools was implemented in the District, which will be written as a continuation project for FY 1976.

Most high schools and other agencies in the District are small in size and located in economically disadvantaged areas. For many students it is not economically feasible to finance a four year degree program and therefore, their primary interest is to obtain specific skill training that will enable them to obtain entry level employment at an acceptable wage.

With the exception of this project there does not exist any concentrated effort to provide specific and realistic career information on a uniform basis to high school students. Seven of the eleven high schools in the District are located in counties designated as being economically disadvantaged by the United States Department of Commerce, Economic Development Administration.

Due to rapidly changing career technology, it has become necessary to provide high school students with current, up-to-date career information in a format that is acceptable and usable.

The objective of the program is to provide realistic career information in the form of audio-visual packages (audio-pictorial type) on a permanent loan basis to the eleven District high schools, Camp McNaughton, and three Indian Communities. In addition, these locations will be provided with loan-free films on selected career areas upon request and regular follow-up services on a more specific level in the form of a career counselor.

The program will be continued during Fiscal Year 1976 and will be expanded or modified as needed for FY 1977. While ranked low in priority in the North Central Area Manpower Plan for FY 1974, career information is a viable program which contributes a great deal to a better understanding of various career training programs throughout the State.

F. Consumer and Homemaking Education

Although Nicolet College offers no full-time programs in this area at the present time, the recent appointment of a Consumer Education Specialist will enable the institution to develop programming in this area. It is anticipated that the Consumer Education Specialist will:

1. Develop and coordinate consumer education projects and activities for low income persons, disadvantaged, handicapped, minorities, and the general population.
2. Assist in the integration of consumer information into existing courses and programs.
3. Provide in-service training and leadership to para-professionals working in federal funded projects.
4. Develop and teach courses in Consumer Education appropriate for student interest and needs.
5. Cooperate with the Home Economics Coordinator in the development of Consumer Education activities.
6. Cooperate with other disciplines and project areas to integrate a consumer component in ABE, high school equivalency courses, Part B Vocational Education Amendments projects, and other efforts pertinent to the District.

The accomplishments of this person will be reflected in increased enrollments in the Consumer and Homemaking area.

Job call data provided by the WSES indicates that special consideration should be given to the development of offerings in the areas of Food Service, Domestic and Commercial Housekeeping, and Clothing.

G. Vocational Work Study Programs

The vocational work-study program at Nicolet College and Technical Institute is designed to provide financial assistance to students so they may begin or continue their education. Work-study is one of the most promising means by which Nicolet College can serve the disadvantaged and handicapped students currently enrolled and those wishing to enroll but who lack adequate funds to do so.

The number of anticipated students involved in work-study during the 1975-1980 interim is expected to increase, due to an anticipated increase in the availability of monies for the work-study program. Efforts are made to place work-study students in jobs which complement their occupational plans. For actual and projected participation figures refer to Table 4.8.

4.4 Adult (Special Interest Offerings)

A. General Vocational Programs and Services

Nicolet College offers a wide variety of day and evening special interest courses for students who wish to acquire or improve vocational and avocational skills. These courses serve students of all ages and are often offered in cooperation with community industries and institutions.

Approximately 7,522 residents of the District enrolled during Fiscal Year 1974 in more than 500 different classes offered in sixteen centers. More than 185 part-time instructors selected on the basis of their instructional ability and competence in their subject area serve the needs of the Adult Special Interest Program. Special interest offerings are provided in the fields of Agriculture Distribution, Health, Home Economics, Consumer and Homemaking, Office, Technical, Trade and Industry and General Occupations.

Annual headcount enrollment for all adult courses are presented in Table 4.6. Projections of future enrollments reflect a modest growth rate of approximately 8 percent over 1973-74 figures. The institution will continue to expand its offerings in response to indications of interest as expressed by the residents of the Distric The bases for the projections include the following: (1) due to the current economic recession, more residents are finding the time to become involved in adult programs and are requesting more services, (2) the addition of new personnel to the staff will result in the development of new programs in areas where services were limited previously. (3) Public Relations programs publicizing the availability of program offerings are continually being improved to reach a broader audience, and (4) out-reach programming is being continually expanded.

The projections of increased enrollments are conservative because the true impact of economic recession on educational participation is not known. The increased tuition system being proposed at the State level will have a definite impact on adult participa-

tion in educational activities. Recognition of this impact is reflected in the conservative estimates.

B. Adult Vocational Programs (Trade Extension)

Fiscal Year 1974 and projected trade extension headcount enrollments are presented in Table 4.6. Data contained in the Wisconsin Board of Vocational, Technical and Adult Education, STATISTICAL REPORT - 1973, and FY 1974 enrollment data indicates that during the interim 1969-70 to 1973-74, trade extension headcount enrollments increased more than five-fold, from 388 during FY 1970 to 2,117 during FY 1974. The increased enrollments reflect the commitment of Nicolet College to serve the employed segment of its resident population.

It is anticipated that trade extension enrollments will increase by approximately nine percent during FY 1975, and by approximately 38 percent during the interim FY 1974-1980. Projections were based on several considerations including:

1. The economic recession and subsequent lay offs will cause shifts in job responsibilities of employed persons and require additional up-grading and retraining.

2. Persons fearful of lay offs may seek out additional up-grading programs to maintain their positions.

3. Business and industry will request additional services to increase the competency levels of their employees due to increased market competition.

4. Internal reorganization has taken place within Nicolet which will cause increased emphasis to be placed on trade extension activities in specific occupational areas.

5. The addition of new staff will result in the development of new trade extension offerings.

As indicated previously, final disposition of the proposed State tuition plan will have an effect on business and industrial participation in trade extension activities, although the effect is not known at the present time.

C. Consumer and Homemaking Education (43)

Nicolet College is currently offering special interest courses to adults in Consumer and Homemaking education. It is anticipated that these areas will continue to expand during FY 1975 to meet the needs of residents as they become evident. Increased emphasis will be given to involve more of the handicapped and disadvantaged populations in Consumer and Homemaking activities. A review of Table 4.6 indicates that 848 enrollments were received in Consumer and Homemaking courses during FY 1974, which represents a 98 percent increase in enrollments in Consumer & Homemaking courses from FY 1970 through FY 1973. Projected increases in enrollment in this area of training are anticipated because of the recent appointment of a Consumer Education Specialist to the staff. It is anticipated that staff specialization in this area will lead to new program development and consequently increased enrollments.

5.0 Student Enrollment

5.1 Annual Headcount Enrollment: Post-Secondary Programs

Annual headcount enrollments and projections for FY 1974-80 are presented in Table 4.5. Modest growth in all areas of training is anticipated due to general program expansion and maturity. The anticipated growth in the Health Occupations is due to the potential implementation of the Radiologic Technology Associate Degree and Pre-Service Nursing Assistants programs discussed earlier. The

Table 4.5 (VTAE Table 1)

ANNUAL HEADCOUNT ENROLLMENT
1973-74 to 1979-80
Postsecondary Programs

		Actual 1973-74	1974-75	Projected 1975-76	1979-80
AREA OF TRAINING					
Agriculture		47	55	65	70
Distribution		33	45	50	65
Health		0	0	40	60
Home Economics		0	22	35	45
Office		421	297	223	202
Technical		0	37	40	50
Trade & Industry		115	235	240	245
Apprentice	(50)	35	37	38	40
College Parallel	(20)	148	216	240	250
Developmental	(11)	0	0	20	30
TOTAL		799	944	991	1,057
AID CATEGORY					
Associate Degree	(10)	12	49	55	75
Two Year Diploma	(32)	0	0	0	0
One Year Diploma	(31)	604	642	598	602
Short Term	(30)	0	0	40	60
Developmental	(11)	0	0	20	30
College Parallel	(20)	148	216	240	250
Apprentice	(50)	35	37	38	40
TOTAL		799	944	991	1,057

addition of the one-year diploma program in Food Preparation Assistant as discussed, accounts for the projected increase in enrollments in the Home Economics area.

The substantial drop in enrollments shown in the office occupations area is due to internal changes in student accounting procedures as recommended by state staff. The majority of enrollments for 1973-74 in this area were part-time students enrolled in selected courses. As procedures are developed whereby the students who are undecided in their program intent can be accurately accounted for, the problems associated with inflated enrollment figures for a given year should be eliminated. Figures projected for the office category for FY 1980 are realistic enrollments and reflect anticipated increases expected to materialize as a result of the implementation of new programs in the Office Occupations area.

Anticipated enrollment increases in the Technical Occupations area are projected on the basis of the newly instituted Land Surveying Technician and the proposed Police Science A. D. Programs.

Therefore, all enrollment increases projected for the 1974-198 interim are based upon program expansion and the implementation of new programs.

5.2 Annual Headcount Enrollment: Adult Courses

As indicated in Table 4.6 a moderate growth rate of approximately 10 percent is projected for Fiscal Year 1974-1975. Projections are based upon actual enrollments taken in the various areas of training during the first semester of the 1974-75 academic year.

Table 4.6 (VTAE Table 2)

ANNUAL HEADCOUNT ENROLLMENT
1973-74 to 1979-80
Adult Courses

	Actual 1973-74	1974-75	Projected 1975-76	1979-80
AREA OF TRAINING*				
Agriculture	0	0	0	0
Distribution	53	55	70	90
Health	123	130	140	160
Consumer & Homemaking	848	893	982	1,000
Home Economics	261	276	304	350
Office	429	474	521	575
Technical	4	20	50	75
Trade & Industry	838	893	982	1,150
General	510	551	606	650
TOTAL	3,066	3,292	3,655	4,050

*Includes only Extension (40), Part-Time Preparatory (41), and Homemaking (43). Homemaking (43) is classified in Consumer & Homemaking only.

AID CATEGORY				
Extension (40)	2,117	2,300	2,564	2,930
Part-Time Preparatory (41)	101	99	109	120
Homemaking (43)	848	893	982	1,000
TOTAL	3,066	3,292	3,655	4,050
Adult - Aidable (Other)				
03 Conferences, Seminars	0	0	0	0
04 Conferences, Seminars	0	0	0	0
42 General Adult	1,652	1,816	1,833	2,263
44 Drivers Ed. Theory	114	125	127	156
45 Drivers Ed. (BTW)	31	34	34	42
70 Adult High School	8	10	10	20
SUB TOTAL	1,805	1,985	2,004	2,481

Table 4.6 (VTAE Table 2) (cont.)

ANNUAL HEADCOUNT ENROLLMENT
1973-74 to 1979-80
Adult Courses

	Actual 1973-74	Projected 1974-75	1975-76	1979-80
Adult - Nonaidable				
00 Conferences, Seminars etc.	15	16	17	18
01 Community Services	47	49	53	57
02 Contract Services	0	0	0	0
49 Non-Aidable	2,589	2,718	2,935	3,125
91 High School Contract	0			
SUB TOTAL	2,651	2,783	3.005	3,200
Federal Projects				
36 Highway Safety	0	0	0	0
38 Adult Basic Education	0	60	80	100
39 Manpower Dev. Training	0	0	0	0
SUBTOTAL	0	60	80	100
TOTAL	4,456	4,828	5,089	5,781
GRAND TOTAL	7,522	8,120	8,744	9,831

Moderate growth through 1979-80 is projected for the Distribution Area due to a gradual shift of emphasis to the tourism and recreation based economy. Although most hospitality establishments are single family operations reflecting seasonal employment, each year more resorts and other housing establishments expand their operational seasons because of snowmobiling, skiing and other winter time recreational activities.

Moderate growth is projected for the Health fields as activity in this area is limited primarily to occupational upgrading of currently employed nursing assistants. The college has submitted an indication of interest to the Wisconsin Board of Vocational, Technical and Adult Education for a Pre-Service Nursing Assistants program which will cause substantial growth at the post-secondary level. It is anticipated that as graduates begin to exit from the pre-service program and find employment, . the need for up-grading employed nursing assistants will stabilize near the levels indicated.

Enrollments in the Consumer & Homemaking area are expected to increase during FY 1974-75. With the recent appointment of a Consumer Education Specialist and increased emphasis on instructional activities within this area because of the new staff person, it is anticipated that enrollments will increase approximately 18 percent over current levels by FY 1979-80.

The Home Economics area reflects a modest growth rate of approximately six percent for FY 1974-75 and approximately 34 percent by FY 1979-80. Projections are based upon trends reflected in state law as related to certification and continual up-grading of persons

employed as public institution food service personnel. As more stringent requirements are implemented, enrollments in up-grading activities for food service personnel are expected to show a corresponding increase.

With respect to the Office Areas moderate increases in enrollments are expected because of changes in internal organization which places the responsibility for out-reach activities with the Chairman of the Business Division. Another factor considered was the recent implementation of an Office Education Out-Reach program. As activities are made more available to residents on an out-reach basis, corresponding increases in enrollments are expected.

Substantial growth is projected for the Technical area due to activities recently implemented as related to Land Surveying and Police Science programs. It is anticipated that as offerings in these areas are made available on the local level corresponding increases in enrollment will occur.

It is anticipated that instructional activities related to Trades and Industry will continue to generate increased enrollments as program offerings in the area are expanded. Increasing numbers of occupational training needs surveys have been implemented to identify training needs within specific occupational areas. As offerings become more closely correlated with stated needs, the number of offerings and corresponding enrollments will increase.

Within the General Category most enrollments fall within First Aid and First Aid related instructional activities. As the training requirements under OSHA are enforced more stringently the requests for services will also increase.

It is anticipated that trade extension enrollment will continue to exhibit substantial increases. Although the impact of the curren recession is not readily apparent as it affects enrollment, layoffs in many businesses and industries are causing substantial shifts in job responsibilities of those still employed. As fewer employees assume more responsibilities, additional up-grading and retraining services will be requested by the various employers.

It is expected that part-time preparatory activities will exhibit modest growth and tend to plateau as more unemployed persons compete for the jobs available.

As the recession deepens and unemployment rates increase, enrollments at all of the aidable and non-aidable courses will increase as increasing number of persons find themselves with more leisure time.

The only program for which substantial increases in enrollment are expected for the Federal project category relates to the adult basic education area. Nicolet implemented an approved ABE out-reach project at the on-set of FY 1974-75. Approximately 50 persons are currently drawing services under this project. A new out-reach center will be opened in the Mercer area in February, 1975. In addition, a full-time staff appointment was recently made which has as a major responsibility the development and implementation of instructional services. Part-time staffing in this area is also being considered. With the new staff additions and increased emphasis on adult basic education activities on an out-reach basis, increases in enrollment in the area are expected.

In summary, growth in all categories is anticipated due to new staff appointments, increased emphasis in instructional activities not offered previously, expanded out-reach efforts, increasing unemployment rates, more leisure time for the residents of the District, and internal reorganization.

5.3 Annual Full-time Equivalent Enrollments:

Annual full-time equivalent enrollment projections for the interim 1973-74 to 1979-80 are presented in Table 4.7. Base year figures were determined on the basis of information contained in the FY 1974 FTE printout received from the State office for the Nicolet VTAE District. For purposes of projection a linear relationship between projected headcount and projected FTE generation was assumed providing that the number of student contact hours currently used to determine FTE's does not change.

The primary factor complicating realistic FTE projection at the present time relates to the accounting for persons who are undecided as to their career objective. In addition, current discussion tends to indicate that the basis for FTE calculation may be changed within the near future. Therefore, until the FTE calculation base and the student accounting problems associated with the undecided student have been resolved, a linear relation has and will be used for projection purposes.

5.4 Annual Headcount Enrollments: Special Programs

Annual headcount enrollment data for the interim 1973-74 to 1979-80 as related to special programs and purposes are presented in Table 4.8.

Table 4.7 (VTAE Table 3)

ANNUAL FULL-TIME EQUIVALENT ENROLLMENT
1973-74 to 1979-80

AID CATEGORY	Actual 1973-74	1974-75	Projected 1975-76	1979-80
Post Secondary				
Associate Degree (10)	10.0	205	215	229
Two Year Diploma (32)	0	0	0	0
One Year Diploma (31)	226.0	292	294	314
Short Term (30)	0	0	11	16
Developmental (11)	0	0	1	2
College Parallel (20)	203.0	170	178	190
Apprentice (50)	4.0	13	13	31
TOTAL	443.0	680	712	764
Adult				
Extension (40)	51.0	55.0	60.0	70.0
Part-Time Prep. (41)	2.0	2.0	2.2	2.4
Homemaking (43)	20.0	21.0	23	23.6
Other Aidable				
03 Conferences, Seminars, etc	0	0	0	0
04 Conferences, Seminars, etc.	0	0	0	0
42 General Adult	41.0	44.0	44.5	53.5
44 Drivers Ed. Theory	1.0	1.0	1.0	1.0
45 Drivers Ed. (BTW)	3.0	4.0	4.0	6.0
70 Adult High School	.5	1.0	1.0	2.0
SUBTOTAL	45.5	50.0	50.5	62.5
Adult - Nonaidable				
00 Conferences, Seminars etc.	0	0	0	0
01 Community Services	2.0	2.0	2.0	2.0
02 Contract Services	0	0	0	0
49 Non-Aidable-General	68.0	71.5	77.3	82.5
91 High School Contract	0	0	0	0
SUBTOTAL	70.0	73.5	79.3	84.5
Federal Projects				
36 Highway Safety	0	0	0	0
38 Adult Basic Education	0	2.0	4.0	7.0
39 Manpower Dev. Training	0	0	0	0
SUBTOTAL	0	2.0	4.0	7.0
ADULT TOTAL	188.5	203.5	219.0	250.0

"Rule of Ten" Additions

Table 4.8 (VTAE Table 4)

ANNUAL HEADCOUNT ENROLLMENT
1973-74 to 1979-80
Special Programs and Purposes

	Actual 1973-74	1974-75	Projected 1975-76	1979-80
POSTSECONDARY				
Handicapped	70	75	80	100
Disadvantaged	100	120	150	175
Work-Study	120	140	150	230
Exemplary	751	893	900	1,100
Consumer & Homemaking (Part F)				
Handicapped	12	12	13	15
Disadvantaged	0	0	0	0
TOTAL	1,053	1,240	1,293	1,620
ADULT				
Handicapped	47	55	70	90
Disadvantaged	154	170	200	225
Exemplary	0	0	0	0
Consumer & Homemaking (Part F)	0	0	0	100
Handicapped	0	0	10	15
Disadvantaged	0	0	20	50
TOTAL	201	225	300	490

Post-secondary handicapped: As indicated previously, handicapped persons comprised approximately 8 percent of the 1973-74 post-secondary emrollment. The enrollments included persons referred by the Division of Vocational Rehabilitation, WSES and other agencies as a result of dialogue developed between Nicolet and these agencies. To the extent possible handicapped persons are integrated into the regular on-going skill training programs. In addition, handicapped persons who may lack basic reading, writing and computational skills draw services from the Urbar & Rural Disadvantaged Project. Unmet needs obviously do exist, and when they have been made known to the institition through additiona. DVR irput, specific training programs and service will be implemented.

Post-secondary disadvantaged: Many students enrolled in full-time programs encounter problems associated with reading, writing and computational skills. To enable these students to attain higher success levels within their programs, special developmental skill programs have been made available through the Independent Learning Center at Nicolet. Educationally disadvantaged persons gain individualized assistance from the services provided through the Urban & Rural Disadvantaged project. Project Native American Resources also represents an approach to special programming design to serve specific disadvantaged persons, enrolling 18 American Indians in training programs related to Conservation and Natural Resources occupations. The Building Materials and Home Improvement skills progran is additional testimony to the efforts being made

to serve the Native American population in the District. All of the programs designed for Native Americans evolved in response to requests for service to help offset the chronic unemployment problems which occur on the reservations. While unmet needs for programming may exist, the College is prepared to respond to those needs when they become known.

Post-secondary Work Study: As discussed previously work study programs are implemented as a means of providing financial assis - tance to economically disadvantaged students who would not be able to participate in skill training programs if such financial assistance was not available. The program provided approximately $54,000 to 120 persons during FY 1974 and will provide $105,000 to 230 persons during FY 1980 if current funding levels should persist. The College seems to be experiencing an inverse trend whereby the funds available for work study purposes are decreasing while student enrollments and requests for work study participation are increasing. If the trend continues the College will not be able to meet the needs of the economically disadvantaged student through the work study program as completely as it once did.

Post-secondary Exemplary: As described earlier in this Plan the Career Information For Area High Schools project was designed to provide realistic career information to residents of the Distric for career clarification purposes. The enrollments shown in Table 4.8, represent the number of persons in the District who have drawn upon the career information services provided by the project. It is anticipated that participation in the program

will continue to increase. As identified by the Career Information Specialist the primary areas of unmet needs at this level relate to the provision of information and counseling services related to job finding, job maintenance, and job mobility technicques in addition to expanded service and career exploration for undecided students.

Consumer & Homemaking Handicapped: Nicolet does provide some service to special populations as defined in the discussion of the Vocational Training for the Developmentally Retarded project. Table 4.8 reflectscurrent participation levels of persons drawing upon services provided by this project. As several other agencies have assumed the primary responsibility for serving this special population, Nicolet has become involved to the extent requested. As additional needs are identified, the College will assist to the extent possible.

Adult Handicapped: The enrollment figures indicated in Table 4.8 reflect handicapped adult students who were referred to the institution by DVR, WSES and other agencies. These students are drawing services under the Urban & Rural Disadvantaged project. Unmet needs are not known but when identified and services are requested, the program will be expanded to provide additional service

Adult Disadvantaged: As pointed out in other parts of this Plan Nicolet has implemented three major programs to provide expanded services to the adult disadvantaged populations. A newly implemented project is the Adult Basic Education Out-Reach Services program which provides instructional services in reading, writing and computational skills. One center has been established on the

Lac du Flambeau Reservation and a second center is scheduled for opening in the Mercer area in February 1975. A second major thrust has been the Office Education Exploration and Training Out-reach program, which was designed to provide instructional services relating to typing, business machines, bookkeeping and filing for Native Americans in their respective communities. The third major thrust has been the Urban & Rural Disadvantaged project which provides services on an out-reach basis in addition to on-campus activities. Table 4.8 indicates the participation of disadvantaged adults in special projects identified. As additional needs become apparent additional programming will be considered.

Adult Exemplary: Programming to provide career information for adult populations has been considered but specific plans for implementation have not been formulated. Unmet needs relating to career information may be partially met through the community services provided by the College. The development of specific programs for adult audiences could be developed and operationalized through television, radio, and other mass media approaches.

Adult Consumer & Homemaking: Nicolet currently does not have a state approved Consumer & Homemaking special program. The recent appointment of the Consumer Education Specialist may result in a special program once programmatic needs have been determined. It is also reasonable to assume that special programs under Part F Handicapped and Disadvantaged may evolve as a result of need assessment by the Consumer Education Specialist's activities. The enrollments projected in Table 4.8 reflect the possibility that special needs in these areas may become evident.

5.5 Labor Supply Projections

Labor supply projections for the interim 1974 to 1980 are shown for post-secondary programs in Table 5.

Information gathered through follow-up studies tends to indicate that certain employment ratio patterns could be expected.

Agriculture: of the 47 enrollees involved in Agriculture related programs 37 were placed. Those not placed either discontinued their programs or returned for additional schooling. As only one-year diploma programs are included in this category a yearly placement ratio of approximately 79 percent is expected to continue.

Distribution: Thirty-three persons enrolled in this area which includes the Retail Sales one-year diploma program and the two-year Hospitality Management A.D. program. Twelve persons were placed whi the remaining 21 persons were first year students in the A.D. progra or part-time students. The first graduates from the Hospitality Management program will be ready for employment in June, 1975, which is reflected in the totals noted.

Health: Nicolet does not have an approved health related traini program as indicated by the lack of enrollments and placements. Projected labor supply related primarily to the short-term Pre-Service Nursing Assistants program which has been proposed. If implemented duirng FY 1975-76, the first graduates would not be available until the Spring semester of 1976. It is anticipated that approximately 80 percent of the students registering in the Pre-Service Nursing Assistants program will complete the program and secure employment. Of the remaining 20 percent, some will discontinue the program and others will find employment prior to completion.

Table 5

LABOR SUPPLY PROJECTIONS
1974 to 1980
Postsecondary Programs

	Calendar Year 1974	1975	1980
AREA OF TRAINING			
Agriculture	37	38	56
Distribution	12	22	37
Health	0	32	48
Home Economics	0	10	35
Office	46	50	80
Technical	0	8	45
Trade & Industry	92	100	125
General	30	30	50
TOTAL	217	240	441

Supply includes graduates and non-graduates with marketable skills available for work. A non-graduate with marketable skills is one who has sufficient training to allow full-time employment in the field of training.

Home Economics: One, one-year diploma Food Preparation Assistant program was implemented in this area during FY 1974-75. Of the 22 persons enrolled, 10 are part-time students. The first graduates will be ready for placement in June 1976, and 10 persons are expected to be placed. The remaining projections assume an 83 percent placement ratio with the remaining persons being part-time students or transfers to the Hospitality Management A.D. program.

Office: This area currently offers three one-year diploma programs in Account Clerk, Clerk Typist and Clerk Stenographer. In addition, a proposal is currently being prepared for an Accounting A.D. program. Indications of interest for Business Operations and Secretarial Science A.D. programs have also been submitted. During FY 1974, 54 persons were enrolled on a full-time basis in the diploma programs of which 46 were placed. The office areas draw large numbers of part-time enrollees which accounts for approximately 90 percent of those not placed. Approximately 85 percent of the full-time graduates were placed. Projection for 1980 reflect potential graduates of the A.D. programs who will enter the labor market.

Technical: The Land Surveying Technician A.D. program is the only program currently offered in this category although a proposal is also being prepared for a Police Science A.D. program. Approved for offering during FY 1974-75, the program enrolled 21 full-time and 16 part-time students. The first graduates will not be available for placement until June 1977. The placement projections

for 1980 include some Police Science graduates. On a part-time basis, it was estimated that a minimum of 8 semesters would be required to complete the Police Science program. The 25 projected placements include both programs. Of the 50 enrollees projected for FY 1980 approximately 50 percent will be on a part-time basis and will not be ready for placement.

Trade & Industry: Five one-year diploma programs are offered in this category which enrolled 115 persons, 110 full-time and 5 part-time, during FY 1974. Approximately 84 percent found employment, with the remainder withdrawing from the programs. Expansion of several programs is currently being studied as reflected in Table 4.5 enrollments.

General: Of the 148 persons enrolled in general studies at the College approximately 20 percent terminate their studies and enter the labor force in some capacity. As a large majority of those enrolled intend to transfer to other institutions or enroll on a part-time basis in selected areas, it is anticipated that a low placement ratio for the general category will persist.

6.0 Construction Projects:

Construction projects which are projected to begin during FY 1976 are listed in Table 6. The proposed project relates to health related training facilities.

The need for nursing manpower at the RN, LPN and Nursing Assistant levels was substantial both in terms of the actual number of personnel needed and the frequency of concern expressed by various District nursing personnel employers.

Employment opportunities for 18 RNs, 7 LPNs and 16 nursing assistants currently exist. The RN openings approximate the yearly growth rate of 14 RNs established over the past five years, and the LPN openings nearly double the rate of four LPNs per year as established over the past five years.

The 16 nursing assistants openings for 1974 were approximately half the rate of 37 nurse assistants per year established over the past five years.

In addition to present needs, turnover rates for RNs, LPNs and nursing assistants were higher than for other health care occupations examined. Approximately 44 percent of the 14 hospitals and nursing homes experienced a 20 percent turnover in RN staff each year. Twenty percent average turnover of LPNs occurred annually for approximately 21 percent of the hospitals and nursing homes. All 14 hospitals and nursing homes experienced a 30-40 percent average turnover of nursing assistants per year.

An additional indication of need for nursing manpower was evident through comparisons of data pertaining to the Nicolet District, and state and national levels.

7.0 Projected Construction Projects:

The projected number of construction projects needed for the next five years are shown in Table 7. The need for the 1975-76 project is indicated in the narrative related to Table 6. The projected needs for the 1978-79 project relates to the general classroom building. Additional classrooms are needed to meet

Table 6

CONSTRUCTION PROJECTS ON WHICH CONSTRUCTION WILL START IN 1975-76*

Location	Estimated Beginning Date	Estimated Completion Date	Building Capacity (Students)
Lake Julia Campus Rhinelander, WI	4/1/76	9/1/77	150

*July 1, 1975 to June 30, 1976

Table 7

PROJECTED NUMBER OF CONSTRUCTION PROJECTS NEEDED FOR THE NEXT FIVE YEARS

Year*	Projects	Capacity
1975-76	1	150
1976-77	0	0
1977-78	0	0
1978-79	1	100
1979-80	0	0

*Year in which project is to begin.

increased enrollments and demands in post-secondary offerings, vocational adult offerings, apprenticeship classes, and trade extension courses. Increased demands for facilities for conferences, seminars and workshops has also been noted.

8.0 Full-time Vocational Teaching Staff

Data relating to the number of full-time vocational teaching staff who are employed or projected to be employed during the interim FY 1973-74 to 1979-80 is shown in Table 8. Projections are based upon previous projections of potential program implementation. Anticipated increases in enrollments are reflected in Table 4.5.

Agriculture: Program expansion in this area which would necessitate additional staff appointments is not anticipated at the present time.

Distribution: Program expansion in this area which would necessitate additional staff appointments is not anticipated at the present time.

Health: It is anticipated that additional staff appointments may be made if the Pre-Service Nursing Assistants and the Radiologi Technology programs receive State approval.

Consumer & Homemaking: Dependent upon the identification of program needs in this area, the currently appointed one-half time Consumer Education Specialist position could conceivably become a full-time appointment during FY 1976.

Home Economics: Dependent upon the identification of program needs in this area, the currently appointed one-half time Consumer Education Specialist position could conceivably become a full-time appointment during FY 1976.

Table 8

NUMBER EMPLOYED
FULL-TIME VOCATIONAL TEACHING STAFF
1973-74 to 1979-80

	Actual 1973-74	1974-75	Projected 1975-76	1979-80
Program Area				
Agriculture	2	2	2	2
Distribution	1	1	1	1
Health	0	0	1	2
Consumer & Homemaking	0	0	1	1
Home Economics	2	2	2	2
Office	6	6	6	8
Technical	0	0	1	2
Trade & Industry	8	8	8	8
General	15	15	15	15
SUBTOTAL	34	34	37	41
Special Services				
Handicapped	0	0	0	0
Disadvantaged	4	5	5	5
Work-Study	0	0	0	0
Exemplary	1	1	0	0
Guidance	4	4	4	4
Remedial	0	0	0	0
SUBTOTAL	8	9	9	9
TOTAL (Unduplicated)	42	43	46	50
Level				
Postsecondary	38	38	41	45
Adult	4	5	5	5
TOTAL (Unduplicated)	42	43	46	50

Office: Based upon proposed program expansion in the Office Occupations area as previously discussed, it is anticipated that implementation of the Accounting, Business Operations and Secretarial Science A.D. programs may require two additional full-time appointments by FY 1980.

Technical: Currently staffed with part-time personnel it is anticipated that a full-time appointment may be made in the Land Surveying Technician A.D. program in FY 1976. The proposed Police Science A.D. program for employed law enforcement officers will initially be staffed with part-time personnel. However, it is also anticipated that a full-time appointment may be made in this program prior to FY 1980.

Trade & Industry: Although program expansion of some occupational training areas is anticipated in this category, the appointment of additional full-time personnel may not be necessary as part-time staffing may meet personnel needs.

General: Program expansion in this area which would necessitat additional staff appointments is not anticipated at the presen time.

Special Services - Handicapped: Based upon projected increases in enrollments, additional full-time staff appointments are not anticipated in this area. However, should substantial needs for additional programming be identified, additional appointments would be considered.

Disadvantaged: One new full-time appointment relative to the Building Materials and Home Improvement Skill Training program

was made during FY 1975. Additional full-time appointments are not anticipated at the present time. Although additional staff would be considered if needs were identified to justify the appointments.

Work-Study: This function is currently the responsibility of the Financial Aids Officer. Additional full-time appointments are not anticipated.

Exemplary: Additional full-time appointments are not anitcipated in this area. Reorganization of the Student Services functior at the College would shift this responsibility to a currently employed staff member.

Guidance: Additional full-time appointments are not anticipated in this area.

Remedial: Projected enrollment increases do not justify a full-time position in this area at the present time. Should needs demonstrate the feasibility of full-time staff appointments at a future date, they would be considered at that time.

9.0 Part-Time Vocational Teaching Staff

Data related to the number of part-time vocational teaching staff employed or to be employed during the interim FY 1973-74 to FY 1979-80 are shown in Table 9. Projected numbers of staff are directly related to the increased enrollments indicated by categori in Table 4.5 and Table 4.6.

Agriculture: Additional appointments are not warranted at the present time.

Table 9

NUMBER EMPLOYED
PART-TIME VOCATIONAL TEACHING STAFF
1973-74 to 1979-80

	Actual 1973-74	1974-75	Projected 1975-76	1979-80
Program Area				
Agriculture	0	0	0	0
Distribution	5	6	7	10
Health	8	10	12	15
Consumer & Homemaking	26	29	31	34
Home Economics	9	10	10	13
Office	11	12	14	17
Technical	1	2	4	6
Trade & Industry	21	24	28	35
General	20	20	25	30
SUBTOTAL	101	113	131	160
Special Services				
Handicapped	1	1	1	1
Disadvantaged	1	1	3	3
Work-Study	1	1	1	1
Exemplary	0	0	1	1
Guidance	0	0	0	0
Remedial	0	0	1	2
SUBTOTAL	3	3	7	7
TOTAL (Unduplicated)	104	126	138	167
Level				
Postsecondary	13	13	17	17
Adult	91	113	121	150
TOTAL (Unduplicated)	104	126	138	167

Distribution: Dependent upon program expansion in the trade extension program as related to Distribution and Marketing, 5 additional part-time appointments may be necessary prior to FY 1980.

Health: The actual part-time appointments indicated for FY 1974 relate to trade extension offerings. Additional appointment during FY 1975 relate to the Pre-Service Nursing Assistants program. Projections for FY 1976 and FY 1980 include the programs discussed in addition to new appointments in trade extension offerings in the Health Occupations area.

Consumer & Homemaking: Twenty-six teachers were involved in Consumer and Homemaking evening programs during FY 1974. A part-time Consumer Education Specialist was appointed during FY 1975 and several additional appointments to short term courses are anticipated during current Fiscal Year 1975. It is anticipated that the efforts of the Consumer Education Specialist will generate new program and course development which will require an additional 5 part-time appointments during the interim FY 1976-1980.

Home Economics: It is anticipated that trade extension enrollment in areas related to food preparation will continue to expand as State Laws require additional training and certification of employed food service personnel. As indicated, additional staff will be appointed as needed to provide the instructional services required.

Office: Additional part-time appointments for post-secondary programs are anticipated due to general program expansion. With increased emphasis being placed on trade extension activities, some

additional staff may be needed in these activities. Anticipated additional staff appointments during FY 1976-1980 are projected on the basis of three new A.D. programs in the office area. It is anticipated that if these programs should be approved and implement they would initially be staffed with part-time personnel.

Technical: As indicated in Table 9, two part-time personnel were appointed in FY 1975 in relation to the Land Surveying A.D. program. Increased staff needs for FY 1976 relate to the proposed Police Science A.D. part-time progran, while the FY 1980 projection include two additional positions for the Fire Science and Industrial Engineering Technician A.D. programs. Should these programs be approved by the State and implemented, 5 additional part-time appointments are projected for the 1975-1980 interim.

Trade & Industry: Twenty-one teachers were employed during FY 1974 as a part of the trade extension program. Program expansion and new program development on the post-secondary level are tentatively planned in these areas. Should the programs be implemented they would be staffed with part-time personnel during the first year. In addition to the three part-time appointments for post-secondary programs, substantial growth in trade extension program development within the T & I area is expected due to increased efforts to expand programs related to mechanics. If needs persist and programs do materialize, it is anticipated that an additional 10 part-time personnnel may be needed to provide the instructional services.

General: Modest growth in enrollments are projected in the General Category. The majority of offerings in this area fall within the trade extension area and are related to first aid offerings. It is anticipated that approximately 10 additional instructors may be needed within the 1976-1980 interim due to the current State emphasis on First Aid and Emergency Medical Training programs.

Special Service - Handicapped: One part-time person is currently employed in relation to the Vocational Training for the Developmentally Retarded project. Additional staffing within this area is not anticipated at the present time.

Disadvantaged: It is anticipated that two additional part-time appointments may be made during the FY 1976-1980 interim due to the expanded services provided through the Office Education Exploration and Training for Native Americans and the Urban and Rural Disadvantaged Out-Reach programs. As additional instructiona needs are identified, additional appointments may be made.

Work-Study: Additional part-time appointments in this area are not anticipated at the present time.

Exemplary: Additional appointments are not warranted at the present time as a full-time staff member is currently assigned to this program.

Guidance: Additional appointments are not anticipated.

Remedial: Two additional part-time appointments may be made during the FY 1976-1980 interim due to the recent implementation of the Adult Basic Education Out-Reach program and expansion of

services available under the Urban & Rural Disadvantaged project. While all projections are tentative and dependent upon service needs this aspect of the total Nicolet curriculum is expected to expand.

10.0 Full-time Vocational Technical Staff Detail

With respect to Table 10, 43 full-time vocational teaching staff will be employed by Nicolet. None of the 43 full-time positions will be replaced in 1975-76 although it is anticipated that program expansion in the Health, Consumer & Homemaking and Technical areas will necessitate the appointment of three personnel The College anticipates involvement in a Pre-Service Nursing Assistants program assuming the program is approved by the State Board. It is anticipated that the one-half time Consumer Education Specialist position may be expanded to a full-time program, if program development during the remainder of Fiscal Year 1974-75 would indicate the desirability of a full-time position. It is anticipated that the present instructors in the Land Surveying Technician program may be replaced by a full-time appointment.

Shortages of qualified instructors does not appear to be a problem and a review of applications for the positions indicated suggest that a potential cadre of highly qualified persons are available to fill the positions as they occur.

11.0 Source of New Full-Time Vocational Teaching Staff

Refer to Table 11 for details. As indicated the anticipated appointments of full-time staff during FY 1976 would be made in

TABLE 10

FULL-TIME VOCATIONAL TEACHING STAFF INFORMATION
1974-75 to 1975-76 Detail

	Number Employed 1974-75	Replacements 1975-76	Expansion Needs 1975-76	Shortage 1975-76	Number Employed 1975-76
Program Area					
Agriculture	2	0	0	0	2
Distribution	1	0	0	0	1
Health	0	0	1	0	1
Consumer & Homemaking	0	0	1	0	1
Home Economics	2	0	0	0	2
Office	6	0	0	0	6
Technical	0	0	1	0	1
Trade & Industry	8	0	0	0	8
General	15	0	0	0	15
SUBTOTAL	34	0	3	0	37
Special Services					
Handicapped	0	0	0	0	0
Disadvantaged	5	0	0	0	5
Work-Study	0	0	0	0	0
Exemplary	1	0	0	0	0
Guidance	4	0	0	0	4
Remedial	0	0	0	0	0
SUBTOTAL	9	0	0	0	9
TOTAL (Unduplicated)	43	0	3	0	46
Level					
Postsecondary	38	0	3	0	41
Adult	5	0	0	0	5
TOTAL (Unduplicated)	43	0	3	0	46

TABLE 11

SOURCE OF NEW VOCATIONAL TEACHING PERSONNEL
FULL-TIME STAFF

Program Area	NUMBER HIRED 1974-75 University	1974-75 Other	1975-76 University	1975-76 Other
Agriculture	0	0	0	0
Distribution	0	0	0	0
Health	0	0	0	1
Consumer & Homemaking	0	0	0	1
Home Economics	0	0	0	0
Office	0	0	0	0
Technical	0	0	0	1
Trade & Industry	0	0	0	0
General	0	0	0	0
TOTAL	0	0	0	3
Special Services				
Handicapped	0	0	0	0
Disadvantaged	0	0	0	0
Work-Study	0	0	0	0
Exemplary	0	0	0	0
Guidance	0	0	0	0
Remedial	0	0	0	0
TOTAL	0	0	0	0
GRAND TOTAL (Unduplicated)	0	0	0	3

Note: "University" indicates those who are hired upon graduation from a university or college. "Other" indicates those who are hired from sources other than a university such as a business or industry or another teaching position.

relation to the Health, Consumer & Homemaking and Technical areas. As currently planned new instructional staff would be drawn from business and industry and would be of the highest quality available for placement. The university-other mix would appear to be adequate.

12.0 Vocational Instructors Enrolled in In-Service

Based upon in-service participation levels during FY 1974, projections for staff participation in various in-service activities for FY 1976 are shown in Table 12. The Table has been expanded to provide a more realistic picture of in-service participation of the Nicolet faculty.

As indicated in Table 12, 53 full-time faculty who function at the post-secondary level will participate in on-campus in-service activities during FY 1976. In addition, 40 of the 53 full-time post-secondary faculty can be expected to participate in approximately 99 off-campus in-service activities. Nine full-time post-secondary faculty who are involved in Special Services will participate in on-campus activities and 30 off-campus activiti In summary 62 full-time faculty functioning at the post-secondary level can be expected to participate in on-campus in-service activities during FY 1976. In addition, 49 of the 62 full-time faculty can be expected to participate in approximately 129 off-campus in-service activities.

With respect to part-time faculty functioning at the post-secondary level, 9 persons can be expected to participate in on-campus in-service activities while 2 persons will participate in

TABLE 12

NUMBER OF VOCATIONAL INSTRUCTORS INVOLVED IN IN-SERVICE
1975-76 **

Program Area	FULL-TIME STAFF				PART-TIME STAFF			
	POST-SECONDARY		ADULT		POST-SECONDARY		ADULT	
	On-Campus	Off-Campus	On-Campus	Off-Campus	On-Campus	Off-Campus	On-Campus	Off-Campus
Agriculture	2	1 (7)	0	0	0	0	1	0
Distribution	2	1 (7)	0	0	1	0	4	0
Health	0	0	0	0	2	2 (4)	15	0
Consumer & Homemaking	0	0	0	0	0	0	26	1 (4)
Home Economics	2	2 (6)	0	0	1	0	60	0
Office	6	6 (10)	0	0	1	0	5	0
Technical	0	0	0	0	2	0	0	0
Trade & Industry	7	4 (4)	0	0	0	0	8	0
General	22	14 (22)	0	0	0	0	11	11 (6)
Administration	10	10 (39)	0	0	0	0	0	0
Other Staff	2	2 (4)	0	0	3	0	0	0
TOTALS	53	40 (99)	0	0	9	2 (4)	130	12 (10)
Special Services								
Handicapped	0	0	0	0	0	0	1	1 (4)
Disadvantaged	5	5 (10)	0	0	3	0	0	0

TABLE 12 (cont.)

Program Area	FULL-TIME STAFF				PART-TIME STAFF			
	POST-SECONDARY		ADULT		POST-SECONDARY		ADULT	
	On-Campus	Off-Campus	On-Campus	Off-Campus	On-Campus	Off-Campus	On-Campus	Off-Campus
Work Study	0	0	0	0	0	0	0	0
Exemplary	0	0	0	0	0	0	0	0
Guidance	4	4 (20)	0	0	0	0	0	0
Remedial	0	0	0	0	0	0	0	00
TOTALS	9	9 (30)	0	0	3	0	1	1 (4)
GRAND TOTAL (unduplicated)	62	49 (129)	0	0	12	2 (4)	131	13 (14)

**NOTE: In relation to the off-campus category the numbers in ( ) denote the number of in-service activities in which faculty participated

4 off-campus in-service activities. Three part-time faculty who function in the Special Services area will also participate in on-campus activities. In summary, 12 part-time faculty functioning at the post-secondary level can be expected to participate in on-campus in-service activities. In addition, 2 of the 12 part-time faculty will participate in 4 off-campus activities.

With respect to part-time faculty who function at the adult level, 130 can be expected to participate in on-campus in-service activities. In addition, 13 of the 130 part-time faculty can be expected to participate in 14 off-campus, in-service activities.

All full-time faculty participate in on-campus, in-service activities. Approximately 79 percent of full-time faculty also participate in off-campus activities. The proportion of participants is very adequate and as most in-service activities are directly related to the individual faculty member's area of expertis the quality of in-service activities is very high.

With respect to part-time faculty members, approximately 43 percent participate in some kind of in-service activity. While higher proportions may be desireable, current levels are certainly adequate. The quality of the activities is adequate and in most cases directly applicable to the individual's area of expertise.

APPENDICES

Appendix A

History and Mission of Nicolet College & Technical Institute

In May, 1967, the Wisconsin Coordinating Council of Higher Education authorized establishment of a Vocational, Technical and Adult Education (VTAE) District with headquarters in Rhinelander, comprising the area of Oneida, Vilas and Forest Counties, and the Tomahawk School District in Lincoln County. Subsequently, the Mercer School District in Iron County and the Elcho School District in Langlade County were added to the new VTAE District at the request of residents of these areas. The District presently includes approximately 3,800 square miles with a population of 60,000 persons.

Upon creation of the District, the State Board of Vocational, Technical and Adult Education, and the Wisconsin Coordinating Council for Higher Education, authorized development of one-year and two-year occupational programs, two years of "collegiate transfer" courses and a comprehensive adult education program.

The proposed Institution was designated a "pilot project" for the State of Wisconsin because:

1. It would serve as a model for cooperative relationships between post-secondary vocational and technical programs and collegiate transfer offerings in the same community.

2. Depending upon future enrollment patterns, it might serve as the prototype for similar developments in other sparsely populated areas of the State.

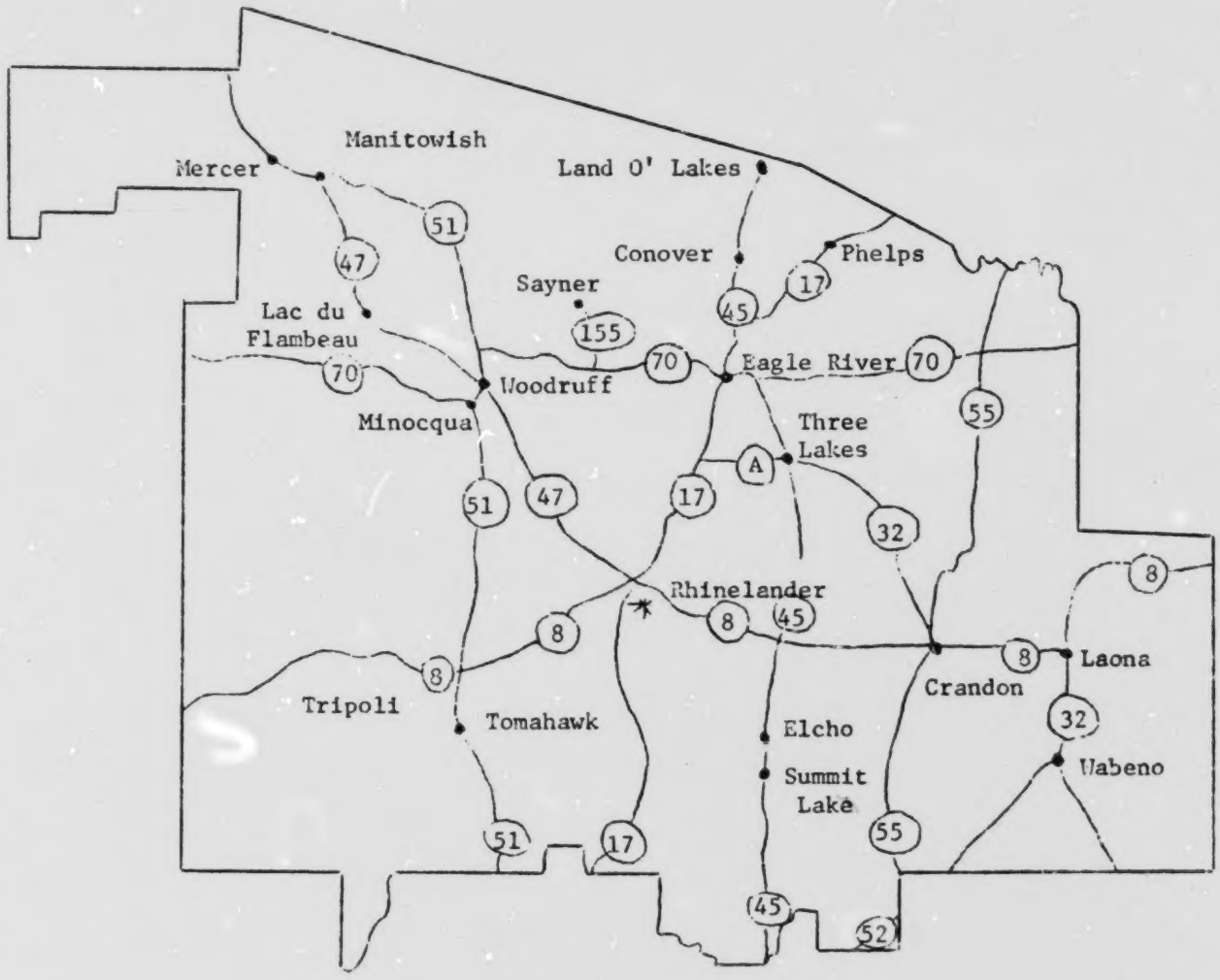
The Board for the Nicolet VTAE District was organized on July 1, 1967. An Acting Director was appointed to serve while the Board considered applications for the position of District Director. The position was filled effective June 1, 1968. On July 10, 1968, the Wisconsin Board of Vocational, Technical and Adult Education adopted a resolution naming the District's new institution "Nicolet College and Technical Institute".

Appointments were immediately made to the positions of Director of Vocational-Technical Development, Director of Research and Planning and Director of Student Services. Instructional faculty were also appointed to teach several one-year vocational programs. The following year, appointments were made for the positions of Director of Learning Resources Center and Dean of Instruction.

Institutional growth has been continuous since the District was organized. This has been evidenced by rapidly increasing enrollments in all areas of the College's educational offerings and expansion of campus facilities to accommodate the increasing demands for services.

Selected occupational offerings were made available to students in September, 1968. The Curriculum has expanded continuously since that date and enrollments in semester-length courses increased to 796 in September, 1971. Special interest offerings, available to residents throughout the District, have also been marked by continuous expansion in scope and enrollments. Over 3,500 adults participated in these educational activities during the 1971-1972 college year.

NICOLET VTAE DISTRICT



* Nicolet College Campus

The Board acquired a 280-acre campus in 1967. The architectural firm of Schutte-Mochon, Inc., was contracted the next year to prepare a master plan of the site and begin drawings of educational facilities. The first completed building, the Science Center, was occupied in September, 1970. Two additional buildings were completed for occupancy in September, 1971. The three facilities are identified as Science Center, Art-Technical Center and Learning Resources Center and collectively encompass approximately 100,000 square feet of space.

The building facilities represent the latest concepts in community college design. Incorporating a modified open plan, and utilizing wood, glass and natural field stone, the buildings express the innovative nature of the College and harmonize with the natural campus environment. A campus master-plan identified future developments to meet anticipated demands of program expansion and enrollment growth.

The architectural design of the three campus buildings is bold and innovative, consistent with the mission of the institution. Several architectural and educational agencies have selected the facilities for recognition. The Wisconsin Chapter of the American Institute of Architects, for example, chose the Science Center for its highest honor award in 1971.

Philosophy & Objectives Identified by the State of Wisconsin

The philosophy and objectives of Nicolet College and Technical Institute are clearly identified in Paper #70-2 of the Wisconsin Coordinating Council for Higher Education adopted in February, 1970.

> Since February 1965 (CCHE#4, 1965), the Coordinating Council has been committed to the provision of educational opportunity in Northeastern Wisconsin through a comprehensive two-year campus operating under the Wisconsin Board of Vocational, Technical and Adult Education. In May, 1967, (CCHE#25, 1967), the Council authorized establishment of a "dual-track" institution to be located in Rhinelander. At that time the broad characteristics of a dual-track institution were identified as follows:
>
> (1) Instruction - oriented
> (2) Responsive to local and area needs
> (3) In close proximity to the homes of its students
> (4) Minimal student fees
> (5) An "open-door" admissions policy, i.e., requires a high school diploma or the equivalent for entrance. However, admission of a student to a dual-track college does not mean that he is eligible to take any course sequence he chooses; on the contrary, a number of programs, such as specific technical curricula, may be highly selective.
> (6) A diversified curriculum encompassing . Associate degree technical programs, one-year

preparatory technical programs, and special vocational programs including apprenticeship training
. College parallel, letters and science courses at freshman-sophomore level
. Adult Education (vocational and avocational) and community service programs.

(7) Extensive counseling, guidance and testing services.
(8) The opportunity to transfer from one track to the other with appropriate academic credit given for previous work.

From the above, it is clear that what in 1967 was called a "dual-track" institution is referred to, throughout the United States as a 'Comprehensive Community College'.

The Council stated that the Rhinelander Campus would be a pilot project in two major respects:

It would serve as a model for cooperative relationships between existing VTA schools and public collegiate institutions in the same community.

Depending upon future enrollment patterns, it might serve as the prototype for dual-track operation in other thinly-populated areas.

Nicolet Mission Statement

An official "Mission Statement" for the Nicolet Vocational, Technical and Adult Education District, and Nicolet College and Technical Institute, has been adopted by the District Board, the Wisconsin Board of Vocational, Technical and Adult Education and the Wisconsin Coordinating Council for Higher Education.

The District has a unique challenge and mission due to geographic and demographic influences and its responsibility to operate the State's first comprehensive two-year campus. The District consists of all of Forest, Oneida and Vilas Counties and a portion of Lincoln County. A new institution, Nicolet College and Technical Institute in Rhinelander, is the comprehensive institution serving the District. By offering both the first two years of collegiate work and appropriate vocational-technical programs, the Institution should provide maximum educational benefits through efficient use of resources. Full operation of the program will begin in September, 1970.

Several factors shape the mission. There are no other institutions of higher education, public or private in the District. The District is sparsely populated with family income below the state average. Basic occupational industries are related to tourism and recreation, forestry and wood products, and the distributive, clerical and service

occupations. Since certain cultural and economic opportunities are limited, special efforts will be made by the District to alleviate these problems. As a pilot institution, Nicolet College and Technical Institute has the obligation to experiment and innovate.

The unique characteristics of the District indicate that emphasis in program planning and development should be considered in the areas of tourism, recreation, forestry, and service occupations.

In its endeavor to fulfill these objectives, the Institution is committed to a program of continuous development responsive to District needs, sympathetic to educational experimentation and contributory to the expansion of opportunities for higher education in Northern Wisconsin.

Budgeting and Financing

Revenue to support activities sponsored by Nicolet College are derived from five sources.

1. A District Property Tax Levy
2. State Financial Aids
3. Federal Government Programs
4. Student Fees
5. The Nicolet College Foundation

The District Board is authorized to levy a tax on real property within the District not to exceed 1.7 mills on the equalized value for operating expenses. The 1974 rate is 1.23 mills. An additional tax of .36 mills is levied for purposes of debt retirement. This total levy will yield $1,239,836 for Fiscal Year 1974 operations. The equalized property valuation in the District is currently $780,000,000 and increasing at a rate of approximately 10% per year. The total 1974 Budget provides for receipts and expenditures amounting to $1,768,405, exclusive of revolving funds.

State aids are based on a formula that considers full-time equivalent enrollments, state-wide instructional costs per student and a percentage factor. The present formula is:

FTE X Instruction cost per student X 55% = State Aids.

Federal funds are derived from various sources. The principal programs are the Higher Education Facilities Act, various student financial aid courses, the Federal Vocational Education Act, and the Upper Great Lakes Regional Commission. The building program was financed by an accumulation of $500,000 from a three-year sinking fund, a bond issue in the amount of $1.6 million approved in a popular referendum, approximately $1 million in federal government grants, and loans through promissory notes in the amount of $640,000.

The Nicolet College Foundation is a private, tax-exempt corporation,

chartered by the state of Wisconsin. Its purposes are to raise funds and accept gifts which may be used to support the objectives of the College. Since its organization in 1970, the Foundation has contributed gifts in excess of $12,000 to the College. A viable student loan program is supported by the Foundation.

Preparation of the annual budget is a direct responsibility of the District Director. Faculty members may submit itemized recommendations for possible inclusion in the budget. Subsequently, a proposed budget is submitted to the District Board by the Director. State Statutes require that a public hearing be held on the proposed budget before adoption by the Board.

The annual budget is based on a fiscal year of July 1 - June 30. In accordance with State Statutes, all expenditures of district funds must be authorized by the District Board. District records are audited annually by state of Wisconsin Auditors.

Community Relations

The College continuously strives to become a integral part of the community it serves. Several practices illustrate this endeavor:

1. Campus facilities are open and available for use by community groups and individuals.

2. Classes are scheduled throughout the day and evening to enable homemakers and employed persons to enroll in courses.

3. Advisory committees are utilized extensively in curriculum planning.

4. The Nicolet College Foundation involves community groups in the affairs of the College.

5. An extensive "field service" program brings educational offerings to residents living outside the immediate campus area.

6. A regular release of news items is mailed to appropriate newspapers, radio stations and television studios. Opportunities are also provided for occasional informal meetings with representatives of news media.

7. The College sponsors two weekly radio programs. One is presented on WOBT in Rhinelander. The other is on WERL in Eagle River. The content varies to include news items, interviews with students and faculty members and discussions of College plans and activities. The programs are aimed at keeping the public informed of educational opportunities available throughout the District.

8. The "Nicolet College Forum", a thirty-minute television program presented each week on WAEO-TV, reaches thousands of Northern Wisconsin residents. A different aspect of Nicolet's activities and developments is explored each week through interviews and general discussions. Students, faculty and board members and other guests keep the television public aware of the philosophy and programs at Nicolet College.

9. Art exhibits, "open houses," public lectures and special events attract various groups to the campus.

These efforts have had positive results. The College is accepted and supported by the community and there appears to be an increased understanding of its mission. Chambers of Commerce, organized labor, service clubs and many interested groups have evidenced their support. There has also been an observed growth of confidence on the part of high school students and the adult community as the institution's offerings expand and its activities become more diversified.

APPENDIX B

LAC DU FLAMBEAU TRIBAL COUNCIL

RESOLUTION NO. 110(73)

WHEREAS, the Neighborhood Facilities (Community Center), HUD Project No. WIS-N-6, is near completion, and

WHEREAS, space has been provided in the Community Center, under the grant proposal, for the purpose of conducting Vocational Training Classes, and

WHEREAS, the Tribal Council has always wanted the development of the trade skills among their people through local training that will establish employment within the area, and

WHEREAS, Nicolet Technical College has expressed interest in setting up a full-time training course in this facility, and

WHEREAS, our resource people fill that the course in Building Materials offers the best potential for employment for our people, now therefore be it

RESOLVED, by this Council in Regular Session assembled, that Nicolet College and our resource people be instructed to start the necessary work to implement the project.

CERTIFICATION

I, the undersigned, as Secretary of the Lac du Flambeau Band of Lake Superior Chippewa Indians, an Indian Chartered Corporation, do hereby certify that the Tribal Council of the Band is composed of twelve members of whom eight constituting a quorum were present at a meeting thereof, duly called, noticed, convened and held on the 26th day of November, 1973, and that the foregoing resolution was duly adopted at said meeting by an affirmative vote of seven members, none against, none adstaining and that this resolution has not been rescinded or amended in any way.

George W. Brown, Jr., Secretary
Lac du Flambeau Band of Lake
Superior Chippewa Indians.

APPENDIX C

Administrative Faculty Questionnaire

PRIORITIES OF VOCATIONAL EDUCATION RESEARCH ACTIVITIES
for Nicolet College 1975-1980

Please palce an "x" in a space 1 through 5 for each item (Broad category and specific topic) corresponding to your rating in terms of need for research through the next 5 years. Specify additional topics in black spaces.

School/District: _____

Title: ___Dist. Dir.

___Dist. Admin. (Specify)_____

___Division Chairman/Dean/Assist./ Assoc/Coordinator/Supervisor/etc.

Area: (Specify AG. H.E., etc.)_____

Vocational Education Research Area	Ratings				
	No Priority - Research not needed	Low Priority - Little need for research	Average Priority - Research needed but not essential	High Priority - Research greatly needed	Extremely high Priority- Critical need for research
	1	2	3	4	5
I. NEEDS FOR VOCATIONAL EDUCATION		1	2	4	1
1. Labor Market Requirements		1	4	2	1
2. Individual's Education Needs			2	2	4
3. General Societal Needs			5	1	2
4. Education Needs for 16-18 year olds	2	2		1	3
5. Education Needs for the Incarcerated	1	1	2	2	1
6. Other:_____					
II. CURRICULUM DEVELOPMENT			4	1	3
1. Determining Content		2	2	3	1
2. Developing Learning Activities		1	5	2	
3. Sequencing of Content Modules		2	6		
4. Determining Performance Levels for Job entry		1	4	3	
5. Determining Performance Levels for Occupational Mobility		1	5	1	

APPENDIX C (cont.)

Vocational Education Research Area	Ratings				
	No priority - Research not needed	Low Priority - Little need for research	Average Priority - Research needed but not essential	High Priority - Research greatly needed	Extremely high Priority- Critical need for research
	1	2	3	4	5
6. Secondary--Post-Secondary Articulation			3	3	1
7. Models for Core Program Devel.			4	3	
8. Other:_____					
III. INSTRUCTIONAL LEARNING PROCESSES		1	3	2	1
1. Student Learning Styles		1	2	3	1
2. Teaching Styles			4	3	
3. Teaching Methods			4	3	
4. Multi-Media approaches		1	1	4	1
5. Learner Management of Instruction		1	4	1	1
6. Other:_____					
IV. ADMINISTATION OF VOCATIONAL EDUCATION		2	3	1	1
1. Evaluation of overall VTAE District		1	3	3	
2. Evaluation of Post-secondary programs and/or components		1	5	2	
3. Evaluation Adult Programs and/or components			5	2	
4. Measuring Student Behavioral change		1	4	2	
5. External validation of mission, goals, and objectives		1	3	2	1
6. Evaluation of organizational structure and administrative processes	1	2	3		1

Vocational Education Research Area	Ratings				
	No priority - Research not needed	Low Priority - Little need for research	Average Priority - Research needed but not essential	High Priority - Research greatly needed	Extremely High Priority Critical need for research
	1	2	3	4	5
7. Differentiated staffing		3	3		1
8. Open entry/open exit education		2	3	1	1
9. Cost Benefit Studies		2	4	1	
10. Educational programs, activities and services for disadvantaged/ handicapped		2	2	3	
11. Countering sex stereotyping of occupational education programs		2	3	1	1
12. Model for Comprehensive Student Services		3	1	3	
13. Role of the post-secondary VTAE system relative to Chapter 89	1		2	3	1
14. Extra-Curricula, Social, recreational, physical needs	1	2	3	1	
15. Student Follow-up Procedures		1	3	3	
16. Impact of research on research project staff	3	2	2		
17. Evaluation of Professional personnel	2	3	2		
18. Determining professional development needs	1	2	3		1
19. Other:_____					

COMMENTS/SUGGESTIONS:

APPENDIX D

Instructional Faculty Questionnaire

PRIORITIES OF VOCATIONAL EDUCATION RESEARCH ACITIVITES
For Nicolet College 1975-1977

Please place an "x" in a space 1 through 5 for each item (broad category and specific topic) corresponding to your rating in terms of need for research through the next 2 years. Specify additional topics in blank spaces.

School/District: _____

Title: _____Dist. Dir.

_____Dist. Admin. (Specify)_____

_____Division Chairman/Dean/Assit./ Assoc/Coordinator/Supervisor/

Area: (Specify AG., H.E., etc.)_____

Vocational Education Research Area	Ratings				
	No Priority - Research not needed	Low Priority - Little need for research	Average Priority - Research needed but not essential	High Priority - Research greatly needed	Extremely high Priority - Critical need for research
	1	2	3	4	5
I. NEEDS FOR VOCATIONAL EDUCATION		1	1	2	1
1. Labor Market Requirements		1	1	2	2
2. Individual's Educational Needs		1	2	3	
3. General Societal Needs		1	3	1	1
4. Education Needs for 16-18 year olds			2	2	2
5. Education Needs for the incarcerated			3	1	1
6. Other:_____					
II. CURRICULUM DEVELOPMENT			2	1	
1. Determining Content		1	3		1
2. Developing Learning Activities		1	2	2	1
3. Sequencing of Content Modules	1	2	3		
4. Determining Performance Levels for Job Entry			1	4	1
5. Determining Performance Levels for Occupational Mobility		1	1	3	

Vocational Education Research Area	Ratings				
	No priority - Research not needed	Low Priority - Little need for research	Average Priority - Research needed but not essential	High Priority - Research greatly needed	Extremely high priority - Critical need for research
	1	2	3	4	5
6. Secondary-Post-Secondary Articulation	1		3	1	1
7. Models for Core Program Development		2	4		
8. Other:_____					
III. INSTRUCTIONAL LEARNING PROCESSES		1	1		
1. Student Learning Styles		3	1		2
2. Teaching Styles		2	2		2
3. Teaching Methods		1	3	1	1
4. Multi-Media Approaches			2	2	2
5. Learner Management of Instruction	1	1	1	1	1
6. Other:_____					
IV. ADMINISTRATION OF VOCATIONAL EDUCATION		1	3	1	
1. Evaluation of overall VTAE District			1	4	1
2. Evaluation of post-secondary program and/or components		1	2	2	1
3. Evaluation Adult Programs and/or components			3	2	1
4. Measuring Student behavioral change	2	1	2		1
5. External validation of mission, goals, and objectives	1	2	2	1	
6. Evaluation of organizational structure and admin. processes	1	2	2		1

Vocational Education Research Area	Ratings				
	No priority - Research not needed	Low Priority - Little need for research	Average Priority - Research needed but not essential	High Priority - Research greatly needed	Extremely High Priority- Critical need for research
	1	2	3	4	5
7. Differentiated staffing	2	2	1	1	
8. Open entry/open exist education		1	3	1	1
9. Cost-Benefit Studies	1	1	1	2	1
10. Educational Programs, activities and services for disadvantaged/ handicapped	1		1	3	1
11. Countering sex stereotyping of occupational edu. programs	2		3		1
12. Model for Comprehensive Student Services		1	3	2	
13. Role of the post-secondary VTAE system relative to Chapter 89	1		1	3	1
14. Extra-Curricula, Social, recreational, physical needs	1	2	3		
15. Student Follow-up Procedures	1		1	3	1
16. Impact of research on research project staff	3		2		
17. Evaluation of professional personnel	1		4		1
18. Determining professional development needs	1		5		
19. Other: _____					

COMMENTS/SUGGESTIONS:

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